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In the Supreme Court of the United States

OCTOBER TERM, 1991

UNITED STATES OF AMERICA, PETITIONER

v.

RAY MABUS, ET AL.

JAKE AYERS, JR. ET AL., PETITIONER

v.

RAY MABUS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIFTH CIRCUIT

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CERTIORARI GRANTED APRIL 15, 1991

EDITOR'S NOTE

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ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIRST CIRCUIT

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Testimony of RICHARD DOBER
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Testimony of DR. VICTOR FEISAL
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Testimony of BELA J. CHAIN, JR.
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Testimony of DR. KENNETH WOOTEN
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11. District Court judgment of December 10, 1987 (Record volume 6, document 1654) 1885
12. Order granting certiorari in No. 90-1205, April 15, 1991 1887
13. Order granting certiorari in No. 90-6588, April 15, 1991 1888

PLAINTIFF'S EXHIBIT 86

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

SUMMARY IHL-1979-18

MISSISSIPPI VALLEY STATE UNIVERSITY

ACT Category	2.0 GPA or above	Less than 2.0 GPA
36	0	0
35	0	0
34	0	0
33	0	0
32	0	0
31	0	0
30	0	0
29	0	0
28	0	0
27	1	0
26	1	0
25	0	0
24	1	0
23	0	0
22	3	1
21	6	2
20	6	1
19	8	0
18	9	2
17	14	0
16	13	2
15	32	4
14	26	4
13	40	10
12	56	14
11	51	19
10	83	39
9	107	56
8	0	0
7	0	0
6	0	0
5	0	0
4	0	0
3	0	0
2	0	0
1	0	0
TOTAL	457	154

PLAINTIFF'S EXHIBIT 89

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

SUMMARY IHL = 18

UNIVERSITY OF SOUTHERN MISSISSIPPI
1980-81

ACT Category	No. GPA	2.0 GPA or above	Less than 2.0 GPA
36	0	0	0
35	0	0	0
34	0	0	0
33	0	1	0
32	0	2	0
31	0	2	0
30	0	9	0
29	1	10	3
28	1	25	1
27	0	26	4
26	1	37	5
25	3	54	8
24	0	49	16
23	2	61	12
22	2	76	19
21	0	72	23
20	2	85	20
19	6	77	25
18	3	58	45
17	4	74	54
16	3	77	56
15	6	82	88
14	1	16	24
13	0	17	18
12	1	13	9
11	0	4	5
10	0	2	4
9	0	1	0
8	0	0	0
7	0	0	0
6	0	0	0
5	0	0	0
4	0	0	0
3	0	0	0
2	0	0	0
1	0	0	0
TOTAL	36	932	447

PLAINTIFF'S EXHIBIT 90

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

SUMMARY IHL-1979-18

UNIVERSITY OF MISSISSIPPI

ACT Category	2.0 or above	Less than 2.0 GPA
36	0	0
35	0	0
34	0	2
33	0	0
32	10	0
31	13	2
30	17	1
29	32	4
28	44	5
27	59	3
26	82	13
25	72	18
24	90	30
23	82	17
22	93	26
21	96	35
20	102	41
19	83	39
18	79	40
17	104	42
16	83	57
15	60	77
14	20	21
13	12	17

PLAINTIFF'S EXHIBIT 200

HIGHER EDUCATION IN MISSISSIPPI

JOHN E. BREWTON, *Director*

A SURVEY REPORT
BOARD OF TRUSTEES
INSTITUTIONS OF HIGHER LEARNING
JACKSON, MISSISSIPPI
1954

* * * * *

the demand for work of this kind, no efforts should be made to develop it upon a faulty or weak undergraduate foundation. Standards for graduate training devised by the Conference of Deans of Southern Graduate Schools and by the Southern Associate of Colleges and Secondary Schools should be rigidly adhered to.

Basic Inequalities in Higher Education in the State

Although the State has made noticeable strides during the past decade in the education of its Negro citizens on all levels, the goal of equality is still very distant. Action is already under way to hasten progress. Some of the major inequalities existing at present will be reviewed here.

Pre-College Education

The quantity and quality of higher education is so inextricably bound to that on the lower level, particularly the secondary level, that it is not possible to consider inequalities in higher education at the exclusion of others. Opportunities for the Negro youth to get the basic secondary school training necessary for college admission have been considerably less than for the white youth of the State.

The 1952-53 school census reports 398,866 white children of school age and 496,913 Negro children. Sixty-eight per cent (272,549) of the white children and 55 per cent (271,856) of the Negro children were enrolled in school—13 per cent less of the Negro children of school age than white children. It is speculated that the small percentage of Negro children enrolled in school is due to poverty, inaccessibility of schools, inadequate curricula, and indifference—each of which is a contributing factor to the basic inequalities which exist.

Ir the same year, 452 high schools were operated for white students and 247 for Negros. There were 62,452 white pupils attending high school—22.9 per cent of the total enrollment in schools for white; but only 27,075 Negro pupils were in high school—9.9 per cent of the total enrollment in schools for Negroes.

In 1952-53 the pupil-teacher ratio in schools for white children, based on average daily attendance, was 1 to 25—1 to 33 pupils on the elementary school level, and 1 to 15 on the secondary school level. In schools for Negroes, it was 1 to 34—1 to 37 on the elementary school level, and 1 to 18 on the seconday school level.

The instructional personnel (including superintendent, supervisors and principals, vocational teachers, elementary and secondary teachers) for 271,856 Negro children totaled 6,842, or a ratio of from 1 to 39; whereas the same personnel for 272,549 white pupils was 9,960, or a ratio of 1 to 28.

Marked inadequacies exist also in the training of teacher, as indicated in Table 14. The table shows that 13 per cent of the white teaching personnel held the master's degree, but only 0.9 per cent of the Negro personnel held this degree. The bachelor's degree was held by 66.7 per cent of the white personnel and 30.2 per cent of the Negro group. Almost 70 per cent of the Negro personnel had two

or fewer years of college training, compared with 7.5 per cent of the white group.

TABLE 14

TRAINING OF MISSISSIPPI TEACHERS, 1952-53*

	White Teachers		*Negro Teachers*		
Training	*Number*	*Per Cent*	*Number*	*Per Cent*	*Total*
M.A. Degree	1,329	13.7	66	0.9	1,395
B.A. Degree	6,646	66.7	2,065	30.2	8,705
3-Years College	1,248	12.5	825	12.1	2,073
2-Years College	525	5.3	1,221	17.8	1,746
1-Year College	140	1.4	1,390	20.3	1,530
High School	78	0.8	1,154	16.9	1,232
3-Years High School and Below			121	1.8	121

Source: Mississippi State Department of Education, Division of Administration and Finance, Statistical Data, Bulletin SD-53, p. 29.

* Includes superintendents and vocational teachers.

The average salaries of white teachers with all levels of training exceeded those of Negro teachers with corresponding training. Efforts to remedy this condition were made by the Legislature in 1953.

The cost of transporting white children in 1952-53 was $4,476,753.60; and for Negro children $1,179,826.71, or 20.9 per cent of the total of $5,656,580.31 spent for transportation.

The cost of instruction for Negro children totaled $8,816,670.10, and the cost for white children was $23,536,022.62, or 72.7 per cent of the total of $32,692.72 spent for instruction.

These inequalities make fundamental differences between the finished products of the schools for the two racial groups.

Higher Education

Even greater inequalities exist in the area of higher education. It has been reported earlier that opportunities in this field are limited in the three colleges to undergraduate training in teacher education, in agriculture and the mechanical arts, and in the practical arts and trade; whereas the needs of the white population are served by five colleges, with offerings extending from a variety of undergraduate programs through extensive offerings on the graduate and professional levels. In 1952-53 there were 3,431 students enrolled in all the colleges for Negroes in the State, or 0.3 per cent of the total Negro population; whereas in the colleges and universities for white students, including graduate students, there were enrolled 18,227 students, or 0.9 per cent of the total white population.

Salaries are lower in the institutions for Negroes. The salary range for Negro teachers is lower in all ranks than the range for white teachers.

Of the total of 10,031,539.40 allocated to the institutions for higher education for the period 1952-54, $1,577,175.46, or 15.7 per cent, went toward the development of higher education for Negroes.

The State provides, through the University of Mississippi and other state colleges, ample opportunities for white students to pursue graduate and professional study; but the Negro student has beem compelled to go outside the State for this service. For this purpose, the Legislature appropriated only $75,000 for the 1952-54 biennium, "to compensate Negro students who must go to institutions outside the State for certain professional, technical, or graduate studies."

Oppportunities have been available to both white and Negro students to obtain training in the fields of human medicine, veterinary medicine, and dentistry through the

facilities of the Southern Regional Education Board. Many more white students have been qualified for these opportunities than Negro students. The data are shown in Table 15. For the period 1949-51, 16 Negro students qualified for attendance at Meharry Medical College, but 111 white students qualified for attendance at seven different institutions.

TABLE 15

Institution	*Medicine*	*Dentistry*	*Veterinary Medicine*	*Total*
		White Students		
University of Tennessee	46	12	58	
University of Alabama	4			58
Louisiana State Univ.	10			10
Tulane University	7			7
Emory University	5	8		13
University of Maryland		2		2
Alabama Polytechnic			17	17
Total	72	22	17	111
		Negro Students		
Meharry Medical College	11	5		16
Tuskegee Institute				
Total	11	5		16

Source: Adapted from the Report of Board of Trustees, Institutions of Higher Learning, 1949-1951, p. 9.

These inequalities in opportunities contribute to the scarcity of Negroes in the professions. It will be recalled that when the 1945 survey was made there were 22 times as many white doctors in Mississippi in proportion to the white population as Negro doctors in proportion to the Negro population; 13 times as many dentists, 5 times as

many pharmacists, 420 times as many lawyers, and 40 times as many social workers.

From 1948-1953, the institutions for white students in the State conferred 14,205 degrees, one for every 131.1 white persons in the populations; whereas the colleges for Negroes conferred 1,268 degrees, or one for every 778.1 Negroes in the total population.

These data have been utilized to establish the point that, in the past, opportunities for the higher education of Negroes in the State have been far less than those provided for other citizens. It should be recognized, however, that there has been awareness of these inequalities on the part of the Board of Trustees of the State Institutions of Higher Learning and the Legislature of the State; and steps have been taken to lessen the gaps. Prior to the recent Supreme Court decision, the Legislature adopted a public school equalization program designed to provide the same quality and quantity of education for Negroes as for whites. On a one-year trial basis, the program called for consolidation of small local schools, equalization of Negro and white teachers salaries, and making a start on equalizing transportation facilities.

Looking Ahead – Recommendations for Future Action

The decision of the United Supreme Court on the question of racial segregation in education is destined to bring about fundamental changes in the pattern of public education on all levels in the South; but it would be premature at this juncture to predict the exact nature of these changes. However, it is generally agreed among those who have given serious thought to possible consequences, that the changes may be gradual. The Court, in withholding a final decree, recognized that the problem of desegregation will be a complex one and that non single blueprint would hold for all areas in the South.

Fundamental Needs in Higher Education

Reference has already been made to the anticipated increases in the potential Negro college population in the State. This outlook is based chiefly on studies of past and present enrollment trends in the high schools for Negroes. In 1939, slightly more than 9,000 Negro students were enrolled in the secondary schools of the State; but in 1952

* * * * *

PLAINTIFF'S EXHIBIT 279

ADMISSION STANDARD AND CODE REQUIREMENTS

[SEAL OMITTED]

BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

FEBRUARY 1986

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* * * * *

6. Any student who has a deficiency or deficiences in the required high school units and who does not meet the exemption criteria shown above must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale) in the following 24 semester credit hours:

    6 semester hours English Composition
    3 semester hours College Algebra or above
    6 semester hours Laboratory Science
    9 semester hours Transferable Electives

    or

    Attend Alcorn State University, Jackson State Univesity, or Mississippi Valley State University (see their entrance standards) and earn a "C" average (2.0 GPA on a 4.0 scale) on 12 transferable semester hours.

C. *Alcorn State University*

1. A minimum of a thirteen (13) composite score on the ACT is required.
2. In addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number equivalent to ten (10) percent of the previous year's fall term enrollment with an ACT composite score of nine (9) and up to the current minimum admissions standard.
3. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.
4. See Section F.

D. *Jackson State University*

1. A minimum of a twelve (12) composite score on the ACT is required. A minimum of a thirteen (13) composite score on the ACT is required beginning fall 1986.
2. Beginning the fall of 1986 in addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number of equivalent to eight (8) percent of the previous year's freshman class enrolles (for summer, fall, and spring term) to accommodate talented and/or high risk students with an ACT composite score of (9) and up to the minimum admissions standards for the current year. Students with less than 27 semester hours credit may be counted to deter-

mine the number of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

3. Students with a nine (9) up to the current admission standard composite score on the ACT and who have a 3.0 grade point average on a 4.0 scale or who rank in the upper fifty percent of their graduating class will be exempt from the institution's eight (8) percent flexibility allowance.
4. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.
5. See Section F.

E. *Mississippi Valley State University*

1. A minimum of a ten (10) composite score on the ACT is required.
2. In addition to students admitted with a ten (10) composite score on the ACT, the institution may enroll a number equivalent to five (5) percent of the previous year's freshman class enrollees (for summer, fall, and spring terms) to accommodate talented and/or high risk students with an ACT composite score of nine (9). Students with less than 27 semester hours credit may be counted to determine the number of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

3. Students with a nine (9) composite score on the ACT who have a 3.0 grade point average on a 4.0 scale or who rank in the upper fifty percent of their graduating class will be exempt from the institution's eight (8) percent flexibility allowance.
4. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.
5. See Section F.

F. *Alcorn State University—Jackson State University—Mississippi Valley State Universities*

1. Any student with an ACT Assessment composite score of 20 or above is exempt from the Board's high school units requirements.
2. Any student with less than the composite score of 20 who has a deficiency in the required high school units may be exempt from an area of deficiency by having an ACT Assessment subtest score or at least 15 on the appropriate subtest. This option is not available for any student with more than one deficiency.
3. Any student with a "B" average (3.0 on a 4.0 scale) in the required high school units in an area (e.g., mathematics) in which the student has no more than one deficiency may be exempt from that deficiency and from the required minimum ACT Assessment subtest score that is required for exemption. This option shall apply to no more than one area.
4. These institutions may offer Board-approved summer courses to high school graduates who have no more than one deficiency in any one area of the re-

quired high school units. The intent of these courses will be to fulfill the deficiences of these students. College credit can be given for these courses, but this credit cannot be counted toward graduation from a Mississippi public university. Students taking these courses may not earn more than six semester hours in a summer school. Students selecting this option must either attend the institution

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PLAINTIFF'S EXHIBIT 284

PERCENT OF UM'S FALL 1980 ENTERING FRESHMEN IN SELECTED ACT COMPOSITE SCORE CATEGORIES BY RACE

ACT Score	*Black Students*	*Non-Black Student*
20	17.4%	49.2%
20	6.7	7.7
19	6.7	7.3
18	3.8	7.6
17	5.8	7.3
16	9.6	7.9
15	13.5	7.5
15	36.5	5.5
TOTAL	100.0%	100.0%

* Source of data: Information prepared by the Registrar's Office for the Ayers Case.

PLAINTIFF'S EXHIBIT 285

AN EVALUATION OF THE DEVELOPMENT STUDIES PROGRAM AT DELTA STATE UNIVERSITY

Prepared by
Office of Institutional Research
Tony McCoy
John Thornell
Brenda Fillingham

Delta State University
September, 1984

In 1980 Delta State University initiated a developmental studies program to assist underprepared students in the areas of English, mathematics, and reading. A grant from the Department of Education through the Title III Strengthening Developing Institutions Program provided initial funding in the effort. Shortly thereafter, the Board of Trustees of State Institutions of Higher Learning for the State of Mississippi mandated developmental studies programs at the eight state-supported campuses using student ACT scores in English and mathematics as criteria for participation. As series of courses labeled as 090 and including English, Mathematics, Reading, and Study Skills were introduced in response to the Board mandate and offered at Delta State for the first time in the fall of 1980. For the past four years the University has required participation in these courses for the following:

(1) Students scoring below 12 on the ACT subtest in English are required to take 090 English.
(2) Students scoring below 12 on the ACT subtest in mathematics are required to take 090 Mathematics.

(3) Students scoring below the 20th percentile on the Nelson-Denny Reading Test are required to take 090 Reading.

(4) Any student declared eligible for an 090 course is required to take 090 Study Skills concurrently with 090 English, Mathematics, and/or Reading.

During the four-year period from 1980-1984, 464 students participated in the developmental program. Of this number, 21% were enrolled in more than one developmental course, thus indicating a tendency for eligible students to be deficient in more than one area. Sixteen students having participated in the first developmental studies program were awarded diplomas at the May, 1984.

With the program having been in operation for four years, the opportunity arises for an evaluation of the program. The impact of the program on such factors as attrition and academic achievement can now be investigated. The purpose of this study was to compare attrition and academic performance of students having participated in the developmental program with a comparable sample not having access to the program.

Method

The sample for this investigation consisted of 115 Delta State University freshmen who met the criteria for designation as developmental students shown above. The control group consisted of 60 subjects who were enrolled at Delta State in the fall of 1979, the year prior to the start of the 090 developmental studies program. The experimental group was comprised of 55 subjects enrolled in the fall of 1980, the first year of the 090 program. While the two samples came from different academic years, there is still an assumption of group equivalence based on com-

parability in average composite ACT scores for the two groups (Control = 15.18, Experimental = 14.96, F-test non-significant at .05 alpha level).

Two dependent variables, attrition and academic performance, were examined. Attrition rate for the two groups was compared at the end of two and one-half years and again at the end of four years. Academic performance, as measured by GPA, was compared at the end of five semesters. A pooled t-test was used as a test of significance for academic achievement variable. Percentiles were compared for attrition.

PLAINTIFF'S EXHIBIT 286

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
3825 Ridgewood Road
P.O. Box 2336
JACKSON, MISSISSIPPI 39225-2336
(601) 982-6611

Office of the
Executive Secretary and Director

December 21, 1984

TO INSTITUTIONAL EXECUTIVE OFFICERS

Gentlemen:

Enclosed is a copy of the developmental studies report distributed to the members of the Board of Trustees at the December meeting.

Summary information given to the Board included the following:

1. For those students enrolled in developmental studies courses as a result of the Board requirements, the five-year headcount average is 1700. This is an average of 25% of the first-time entering freshmen average of 6900.
2. About one-third of those students enrolled in developmental studies courses are enrolled in more than one course.
3. Of the first-time entering freshmen, an average of 7% are enrolled in developmental studies English, 22% in developmental studies math, and 7% in developmental studies reading.
4. Of those students enrolled in developmental studies courses during the fall 1980 semester, 39% have graduated or are still enrolled as of fall 1984. As of fall 1984, 59% of the 1981 developmental studies students are still enrolled; 53% of the 1982 developmental studies students, and 72% of the 1983 developmental studies

students are still enrolled as of fall 1984. These retention rates are in line with retention rates for all first-time entering freshmen over a comparable time.

If you have any questions, please contact this office.

Sincerely yours,

/s/ E. E. THRASH

E. E. Thrash
Executive Secretary and Director

EET:rp

Enclosures

Copies: Chief Academic Officers

PLAINTIFF'S EXHIBIT 289

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
3825 Ridgewood Road
P.O. Box 2336
JACKSON, MISSISSIPPI 39225-2336
(601) 982-6611

Office of the
Executive Secretary and Director

May 2, 1984

TO INSTITUTIONAL EXECUTIVE OFFICERS

Gentlemen:

Enclosed are the quotas of five-time entering freshmen considered to be high risk students for your respective institutions for the periods of summer term 1984, fall term 1984, and spring term 1984. These quotas confirm those figures given your institutions earlier by telephone from this office. These figures were retrieved and were calculated from reports filed in this office according to the admission policy adopted by the Board of Trustees on December 20, 1979.

If we may provide clarification, please contact this office.

Sincerely yours,

/s/ E. E. THRASH

E. E. Thrash
Executive Secretary and Director

TCM/lh

Enclosures

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

Total Quota of High Risk Students by Institution to be Admitted for Summer, 1984; Fall, 1984; Spring, 1985

Institution	Admitted With Less Than 27 SCH Summer, 1983	Admitted With Less Than 27 SCH Fall, 1983	Admitted With Less Than 27 SCH Spring, 1984	Enrolled Fall, 1982	Total	Quota
Alcorn State University	N/A	N/A	N/A	2,555	2,555	256*
Delta State University	166	631	85	N/A	884	50**
Jackson State University	259	1,562	306	N/A	2,127	106**
Mississippi State University	476	2,225	147	N/A	2,848	142**
Mississippi University for Women	138	443	164	N/A	745	50**
Mississippi Valley State University	208	777	114	N/A	1,099	55***
University of Mississippi	140	1,560	145	N/A	1,845	92**
University of Southern Mississippi	325	1,829	310	N/A	2,464	123**

* Total number to be admitted with less than a 13 ACT composite score.

** Total number to be admitted with less than a 15 ACT composite score.

*** Total number to be admitted with less than a 10 ACT composite score excluding students with a 3.0 high school GPA or those students who rank in the upper fifty percent of their graduating class.

PLAINTIFF'S EXHIBIT 291

ACT ISSUEgram
NUMBER 6
January 1986

ADMISSIONS TESTING AND MINORITIES – SELECTED ISSUES AS RELATED TO THE ACT ASSESSMENT PROGRAM

INTRODUCTION

The ACT Assessment Program is a comprehensive program intended to assist students and institutions with postsecondary education planning and decisions. The ACT Assessment instrument consists of a battery of four academic tests written during a timed test session and a Student Profile Section and an Interest Inventory, which students complete at the time they register for the ACT Assessment.

The ACT Assessment is used by more than 1,375 postsecondary institutions and is administered annually to approximately one million high school juniors and seniors. Of the individuals who constitute this group, about eight percent are Afro-American/Black, one percent American Indian/Alaskan Native, two percent Mexican-American/Chicano, two percent Asian-American/Pacific Islander, and one percent Puerto Rican/Cuban or other Hispanic.

THE ISSUE

Postsecondary education is viewed by most people as an avenue of economic security and personal development. Accordingly, access to such education becomes a matter of great importance, especially to minority groups whose educational opportunities historically have been restricted.

It is in this context that the use of standardized tests for postsecondary admission is often questioned, especially by

spokepersons for minorities. Such questioning has recently received greater public

* * * * *

INTERPRETATION AND USE

Because many factors (e.g., socioeconomic status, differences in educational opportunities, culture, etc.) can potentially affect the test performance of many students who are members of minority groups, ACT believes that assessment for the purpose of college admissions should reflect as complete a picture as possible of students and should include other information in addition to test scores. Following is a brief summary of important considerations to remember in the interpretation and use of ACT Assessment data with minority students:

- The ACT Assessment Program presents a comprehensive picture of students. The ACT tests are but one element of a data base that includes information about a student's background, interests, plans, accomplishments, and needs for various types of assistance. This information is useful not only in admissions, but also with follow-up support (e.g., counseling, academic advising, placement, etc.).
- The ACT tests measure academic competencies developed by students through their past educational experiences. The scores should, therefore, be interpreted in view of previous educational opportunities and conditions.
- The ACT tests assess a student's current educational development and are not intended to measure either innate aptitudes or the capacity to acquire the academic skills stressed in the tests through subsequent interventions.
- ACT data should be used along with other information about students (e.g., personal qualities). The

type of additional information that is of value is dependent upon the types of uses being made of the data.

SUMMARY

The preceding sections deal with a number of topics helpful to an understanding of the ACT Assessment Program and its utility in the college admissions and placement process. These include: procedures used to provide balance in test materials and to detect and eliminate passages or questions that might be viewed as biased against minorities; content of the ACT examinations; average test performance by minority and majority students; predictive validity of ACT test scores and self-reported high school grades for different racial-ethnic groups as related to first-year college performance; and points to consider when interpreting and using ACT Assessment results with individual minority students.

As an indicator of general educational development and of attained cognitive skills important to academic success in postsecondary education, the ACT tests are appropriate for use with minority-group students. The manner of such use in the admissions decision is, however, most important. In the case of minority students whose prior educational opportunities have been limited, it becomes especially appropriate to make use of the total scope of information—cognitive as well as non-academic—provided by the ACT Assessment.

PLAINTIFF'S EXHIBIT 292

THE ACT ASSESSMENT **1986-87**

Using the ACT Assessment on Campus

[Photo omitted]

Trends in ACT Test Scores

Over time, certain long-term trends are apparent in scores on the ACT Assessment. In addition, small fluctuations occur in these scores from year to year. ACT discourages overinterpretation of the small changes in average scores that occur from one year to the next. Changes in average scores can result from a variety of factors, the most notable being changes in the demographic characteristics of students taking the test.

Average scores on the ACT Assessment clearly showed a downward trend from the late 1960s to the mid 1970s. This decline was a national phenomenon that occurred in all regions and in nearly all states.

Since 1975-76, the average ACT Composite score has varied only slightly from year to year. The very visible decline of the early 1970s ended in 1975-76, and the general level of performance of college-bound students, as indexed by their average ACT Composite scores, has been relatively stable since that time, with no clear trends either upward or downward.

The ACT Assessment and Educationally Disadvantaged Students

ACT test data are used by colleges along with other information in academic advising, placement, and, in some instances, selection. Because the tests measure a student's current level of educational attainment in the knowledge and abilities tested, students who for a variety of reasons (e.g., those for whom social factors have impeded educational development) are educationally disadvantaged, score lower on the tests. This group of educationally dis-

advantaged students, though comprised predominantly of minority students, encompasses a broad range of racial and ethnic backgrounds. As a group, these students also frequently experience difficulty in the first years of college—as predicted by test scores and prior academic record—largely because of their educational deficiencies.

ACT has studied the validity of the ACT tests for predicting college grades and found that the tests are essentially as predictive for educationally disadvantaged students as for all other students. Thus, colleges that use the ACT test data and other relevant information identifying students as educationally disadvantaged, and that enroll such students, need to provide support for these students to assist them in overcoming the effects of initial educational disadvantage.

Individual colleges' decisions about whether or not to admit educationally disadvantaged students involve value judgments that pertain to the purpose and mission of the institution. If the primary concern of an institution is to enroll students who are likely to be successful academically without extraordinary intervention (e.g., remedial coursework), then few students who are educationally disadvantaged (as identified by test scores another data) will be selected. If, on the other hand, the institution is willing and able to assist educationally disadvantaged students upon enrollment, then more such students should be selected than indicated by test scores and other academic criteria (e.g., high school grades). ACT recommends that each college carefully examine its sense of purpose and mission relative to such students and then implement practices and procedures consistent with same.

For its part, ACT believes that all students who can succeed in college should have a fair chance of selection. Therefore, ACT recommends that all students be selected with appropriate attention given to qualifications in addi-

tion to test scores. A report of ACT research in the area of using test data in selection with emphasis on educationally disadvantaged students is provided in Chapter VII, "Bias in the Uses of Educational Assessment," of Volume One, *Assessing Students on the Way to College: Technical Report for the ACT Assessment Program*, available from ACT Publications for $5.00. The following free reports also are available: ACT Research Bulletin 81-1, *Predictive Validity of the ACT Assessment for Afro-American/Black, Mexican-American/Chicano, and Caucasian-American/White Students;* ACT Research Bulletin 81-2, *Some Facts about the Predictive Validity of the ACT Assessment.*

Is there any penalty for guessing on the ACT Assessment?

There is no penalty for guessing on the test; a student's raw score on each test is simply the number of correct responses. Thus, it is to each student's advantage to answer every question.

Self-reported High School Grade Information

Perhaps the most reliable research findings in education are that high school grades are predictive of college grades and, further, that test scores and high school grades combined are a better predictor of college grades than either alone.

Students taking the ACT Assessment are asked to report the most recent grades earned prior to the senior year in high school in English, mathematics, social studies, and natural sciences. These four grades are used in ACT's Standard and Basic Research Services, along with ACT test scores, to predict a student's overall GPA during the first year or term at a given institution and to predict the probability of earning a C or better in specific courses identified by the institution. (For an explanation of these predictive services, see page 20.)

Several analyses indicate that students report these four grades with a high degree of accuracy. In a national study, correlations between self-reported and school-reported grades ranged from .81 to .86. The study found that 80 percent of the grades reported were accurate and 98 percent were reported accurately within one grade. It also was found that when there is a discrepancy between student-reported and school-reported grades, it is not clear-cut which is accurate. The study found that high school officials sometimes reported the grades inaccurately. For further information regarding the reliability of self-reported grades in the four subject areas, see ACT Research Report No. 45, *The Accuracy of Self-Report Information Collected on the ACT Test Battery: High School Grades and Items of Nonacademic Achievement.*

* * * * *

The Act College Report

Most colleges receive the ACT College Report as their standard reporting service. Two copies of the report are sent to colleges and can be used in a variety of ways to help students in the transition from high school to college. The College Report is described in detail here.

* * * * *

High School Grades, ACT Scores, and Norms

The areas labeled "Scores and Predictive Data" reports pertinent high school grades, ACT standard scores, and national norms. In addition, local norms and academic predictions are reported for institutions that participated in the ACT research services within the preceding 3 years.

These letters are the student's report of the most recent high school grades *prior to the senior year* in English,

mathematics, social studies, and natural sciences. (Note: A more detailed list of particular courses taken and grades earned is reported at the bottom of the College Report.) An N indicated that the student did not take a course in that subject.

* * * * *

Local norms are included on the report forms forwarded to all colleges that have used one or more of the three ACT research services—Standard Research Service, Basic Research Service, and Class Profile Service—within the last 3 years. Ordinarily, local norms are based on the performance of a group of students representative of the entire freshman class of a college.

These percentile ranks show how the prospective student's performance on the ACT Assessment compares with that of freshmen who were enrolled when the institution participated in the ACT research service from which the norms were obtained. This is usually the preceding year, although it could include freshmen who were enrolled as long ago as 3 years. Generally these local norms are based on all or nearly all of the freshman class, or a representative sample of the group. The user should consult the institution official who coordinated research service participation to learn the characteristics of the group on which the norms are based, thus avoiding misinterpretation of these data.

* * * * *

Overall GPA and Specific Course Predictions

The extent to which overall GPA and specific course predictions are indicated on the College Report depends on the institution's participation in two of ACT's research services—Basic Research Service and Standard Research

Service—within the last three years. Participation in the Basic Research Service enables an institution to receive overall GPA predictions; participation in the Standard Research Service enables an institution to receive both overall GPA predictions and specific course predictions.

Basic Research Service participants can receive up to two overall GPA predictions and probabilities of the students' attaining C or higher. These are based on the Basic Research Service men, women, and summary (total) groups. Predictions by sex are provided *only* if the college submitted data on at least 50 men and 50 women students. For all Basic Research Service schools, the information refers to the prospective student's predicted overall performance, not to specific course grades.

All boxes under the "Overall GPA Predictions" and "Specific Course Predictions" labels will be completely filled in *only* if the college has (a) used the Standard Research Service and (b) requested *separate* analysis for at least five locally defined subgroups and the five specific courses at the institution. (Specific course predictions cannot be obtained from Basic Research Service participation). The following examples show that the institution has participated in the Standard Research Service to such an extent.

Percentile Ranks of Predicted Grades in Various Groups

These percentile ranks compare the prospective student's predicted overall grade point average with the predicted overall grade point average with the predicted overall grade point averages of freshmen students who were enrolled the indicated year in each of the five groups listed. These specific groups were designated by the official who supervised the institution's research service participation. The area labeled "Research Plan" indicates

whether the Basic (B) or Standard (S) Research plan was used. The area labeled "Freshman Year" indicates the year of the freshman class whose performance was used to develop the grade predictions. (Predictive grades for the current freshman class are necessarily based on the performance of prior freshman students because they are the only ones for whom college grades are available.)

* * * * *

Overall Grades Expectancies in Various Groups

This is the probability that the prospective student would earn an overall average of C or higher in each of the five curricular groups listed. Probability deals with chances of particular outcomes occurring among *like* students. Thus in this example, in 1985-86, 89 percent of the students with high school grades and ACT scores similar to this student's made a C average or better in the education curriculum at *this institution*. Thus, based on this student's grades and ACT scores, chances are good (89 out of 100) that the student will earn a C average or better, if there are no substantial changes in curriculum, grading policies, etc.

Percentile Ranks of Predicted Grades in Specific Courses

Interpretation of these percentile ranks of predicted course grades is essentially the same as for the previously discussed percentile ranks of predicted overall grade point averages in various groups. These percentile ranks show how the predicted grades of the prospective student in specific courses compare with those of students who have completed at least one semester in these courses at this institution. The official who coordinated the institution's research participation designated the courses (as listed) on

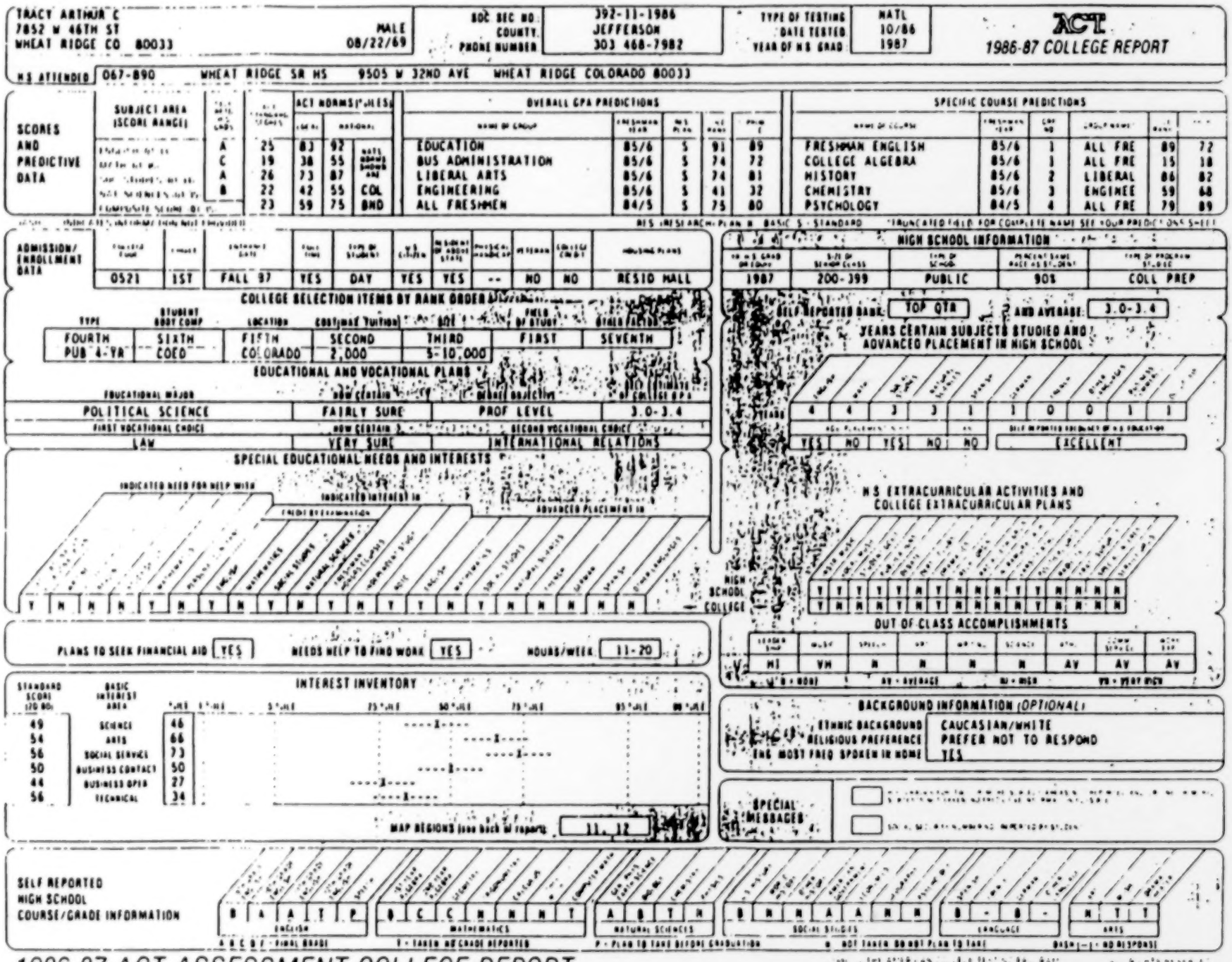
which the information is based. The freshman year on which the grade predictions were developed is provided, followed by the Standard Research Service group number and name. This information is provided to indicate the *nature* of the subgroups for interpretive purposes.

* * * * *

Grade Expectancies in Specific Courses

Interpretation of these grades expectancies in specific courses is similar to that previously discussed for overall grade expectancies in various groups. These data describe the probability that the prospective student will earn a grade of C or higher in each of the give courses listed.

In this example, the chances are 72 in 100 that the student will earn a C or higher in the freshman English course at this institution. These predictive figures represent the best interpretations that can be made about a prospective student's *academic* abilities from the information that ACT routinely reports to its participating institutions. The figures are directly relevant to performance *at the particular institution* each of the test scores and high school marks has been weighted in accordance with special institutional equations to forecast future achievement. Since prediction is never precise, statements about the *probability* of achieving at a certain *level* are more realistic than predictions of a specific grade point average.



1986-87 ACT ASSESSMENT COLLEGE REPORT

Admissions/Enrollment Information

This is the code number of the institution to which the report is sent.

This indicates the institution's rank among those chosen by the student to receive reports. Because a student may list scholarship agencies first on the registration folder, a college may appear on the report as a second or third choice, but actually be the student's first *college* choice.

An S is reported for additional score reports. An A or C is reported for residual testing. Module A includes the ACT Assessment, the Student Profile Section, the ACT Interest Inventory, and basic student identification. Module C includes only the four ACT Assessment subtests and basic student identification.

This indicates U.S. citizenship and legal residence in the state given as a home address.

This indicates whether the student has a physical handicap or disability requiring special services or provisions at the college attended. (Only institutions meeting certain guidelines may receive this information.)

The item appears on the SPS as follows:

Many colleges make special provisions or offer programs for students with certain types of physical disabilities. The following item provides colleges with a way to communicate with prospective students about these provisions and programs. Colleges have indicated to ACT that your response will be used only for this purpose.

I have a physical handicap or diagnosed learning disability that may require special provisions or services from the college I attend.

ADMISSION/ENROLLMENT DATA	COLLEGE CODE	CHOICE	ENTRANCE DATE	FULL TIME	TYPE OF STUDENT	U.S. CITIZEN	RESIDENT OF ABOVE STATE	PHYSICAL HANDICAP	VETERAN	COLLEGE CREDIT	HOUSING PLANS
	0521	1ST	FALL 87	YES	DAY	YES	YES	--	NO	NO	RESID HALL

This indicates the approximate date the student plans to enter college. If the student is enrolled in college at the time of testing, ENROLLED will be indicated.

Here is the item as it appears in the Student Profile Section (SPS) of the ACT Assessment:

I plan to enter college in
January/February 1987 .....
March/April 1987 .....
May/June/July 1987 .....
August/September/October 1987 .....
November/December 1987 .....
January/February 1988 .....
March/April 1988 .....
May/June/July 1988 .....
August/September/October 1988 .....
I am currently enrolled in college .....

This indicates whether the student plans to enroll as a fulltime student and plans to attend classes primarily during the day (DAY) or night (NIGHT).

A YES indicates the student has served or is serving on active duty with the military forces at the time of testing.

This indicates whether the student has earned college credit at the time of testing.

This indicates where the student plans to live while attending college.

Choices include:

residence hall .....
off-campus room or apartment or own home .....
parents' or relative's home .....
married student housing .....
fraternity or sorority .....

This indicates the rank order of importance of various factors to a student in selecting a college. The factors are:

Type of institution (private, public; 4-year, 2-year)
Male/female composition of student body (for example, all male, all female, coeducational)
Location (state or region)
Tuition, cost
Size of enrollment
Field of study (major, curriculum)
A factor other than those listed above

In addition to ranking the factors in terms of importance, the student also indicates specific preferences on five of the factors. In the example below, the student prefers a college offering the appropriate field of study (political science); having a maximum tuition (cost) of $2,000 per year; having 5,000-10,000 students; under public control; located in Colorado; with a coeducational student body.

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST/MAX. TUITION	SIZE	FIELD OF STUDY	OTHER FACTOR
FOURTH	SIXTH	FIFTH	SECOND	THIRD	FIRST	SEVENTH
PUB 4-YR	COED	COLORADO	2,000	5-10,000		

Educational and Vocational Plans

Major Academic Field of Interest

This section reports the program of study the student plans to enter. The student may select a specific field (Political Science) or a general area (Social Sciences, general).

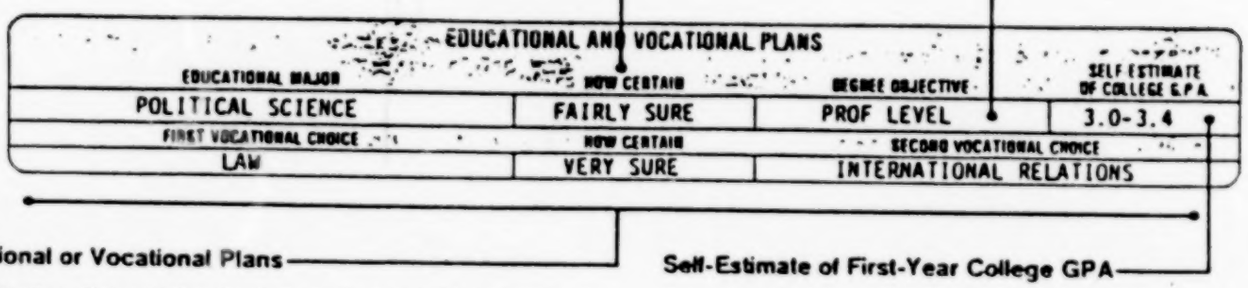
Certainty of College Major Choice

This indicates if the student is VERY SURE, FAIRLY SURE, or NOT SURE about current choice of program of study.

Highest Level of Education Student Expects to Complete

Here is the item as it appears in the Student Profile Section of the ACT Assessment:

What is the highest level of education you expect to complete?
Vocational/technical program (less than 2 years) . .
Two-year college degree . . . . . .
Bachelor's degree . . . . . .
One or 2 years of graduate study (MA, MBA, etc.) . . .
Professional level degree (PhD, MD, LLB, JD, etc.) . .
Other . . . . . .



Occupational or Vocational Plans

This indicates the student's first and second vocational choices and how certain the student is of the first choice.

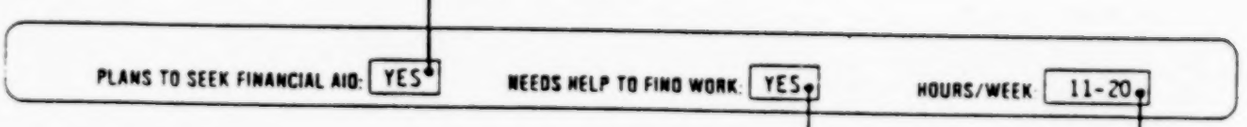
Self-Estimate of First-Year College GPA

The student indicates an estimate of first-year college GPA ranging from 0.5-0.9 (D- to D) to 3.5-4.0 (A- to A).

Special Educational Needs and Interests

These are the items as they appear in the Student Profile Section of the ACT Assessment.

The next four questions ask for information about financing your college education, which will be useful to college financial aid officers. Use the responses below to answer items 56-57.
Yes, applies to me . . . . . Y
No, does not apply to me . . . . . N
I expect to apply for financial aid to help meet college expenses.



I expect to work while attending college and would like help in finding employment.

About how many hours per week do you plan to work during your first year of college?
None . . . . . .
1-10 . . . . . .
11-20 . . . . . .
21-30 . . . . . .
31 or more . . . . . .

Special Educational Needs, Interests, and Goals

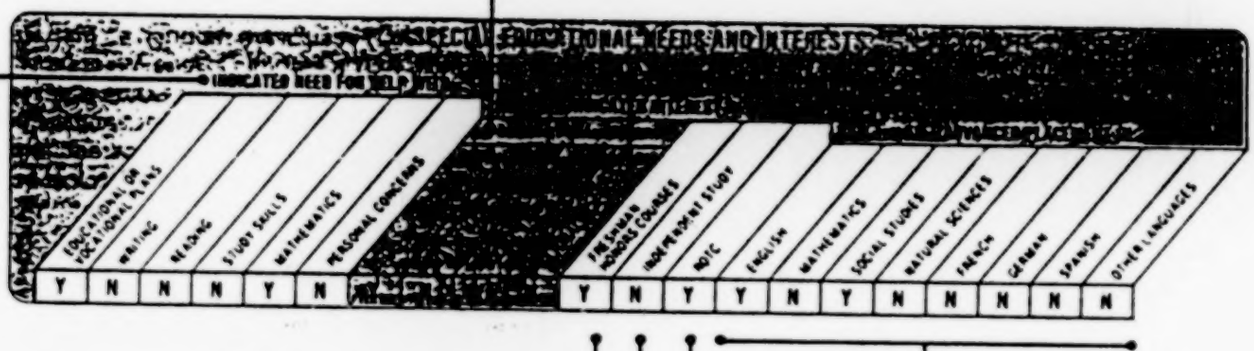
Many colleges offer special assistance for the individual development of students. You may wish to seek such assistance. Please respond Y or N to *each* item (19-24).

Yes, applies to me ..... Y
No, does not apply to me ..... N

I need help deciding on my educational and occupational plans.
I need help in expressing my ideas in writing.
I need help in improving my reading speed and comprehension.
I need help in improving my study skills.
I need help in improving my mathematical skills.
I would like help with personal concerns.

Some colleges allow students to receive credit for certain courses through the use of special testing procedures. Indicate in which subject areas you would be interested in obtaining credit by examination.

Credit by examination in English
Credit by examination in mathematics
Credit by examination in social studies
Credit by examination in natural sciences



The next questions (25-39) relate to special college programs designed for students who want and are able to pursue academic work of an enriched or accelerated nature. Please respond Y or N to *each* item.

Yes, I am interested and would like to be considered ..... Y
No, I am not interested ..... N

Freshman honors courses (designed to challenge academically superior students)

Independent study (a program of study with topics chosen by the student, approved by the college and supervised by a professor, often part of an honors program)

I am interested in participating in ROTC, NROTC, AFROTC, etc. (Reserve Officers' Training Corps).

Yes ..... Y
No ..... N

Advanced placement in English
Advanced placement in mathematics
Advanced placement in social studies
Advanced placement in natural sciences
Advanced placement in French
Advanced placement in German
Advanced placement in Spanish
Advanced placement in other language

The ACT Interest Inventory (UNIACT)

Holland, Roe and others have suggested that the domain of vocational interest can be represented by a relatively few basic types of interests. ACT Interest Inventory scales were developed to parallel Holland's six interest types (Holland, 1985). The following descriptions explain what each interest scale covers. Corresponding Holland types are shown in parentheses below the scale names.

SCIENCE (INVESTIGATIVE)	Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion.
ARTS (ARTISTIC)	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature.
SOCIAL SERVICE (SOCIAL)	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations and engaging in social/political studies.
BUSINESS CONTACT (ENTERPRISING)	Persuading, influencing, directing or motivating others through activities such as sales, supervision, and aspects of business management.
BUSINESS OPERATIONS (CONVENTIONAL)	Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities.
TECHNICAL (REALISTIC)	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery and raising crops/animals.

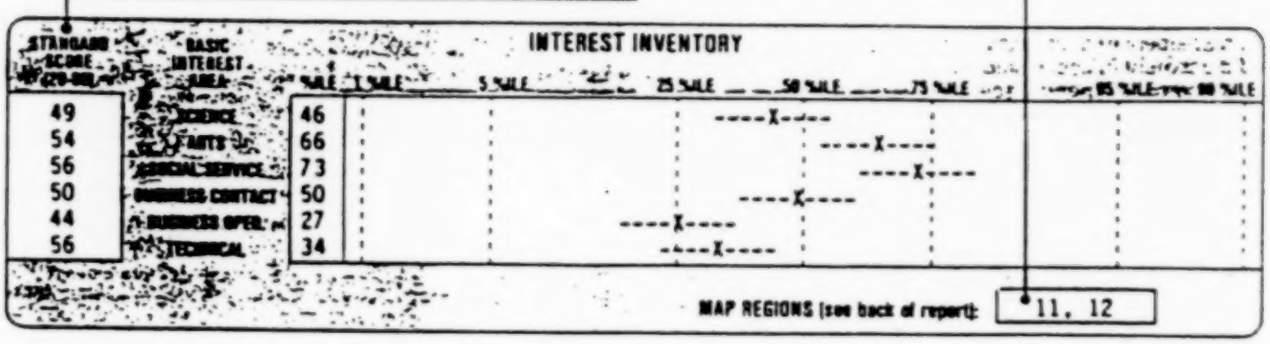
The Unisex Edition of the ACT Interest Inventory (UNIACT), introduced in the fall of 1977, appears on page 5 of *Registering for the ACT Assessment*. Students indicate whether they like, dislike, or are indifferent to each of 90 work-related activities.

Detailed information about UNIACT's rationale, development, and psychometric characteristics appears in the *Technical Report for the Unisex Edition of the ACT Interest Inventory (UNIACT)*. This report also includes interest profiles for over 40,000 persons in 352 educational and occupational groups. See page 34 for ordering information and for other references related to interest measurement.

The standard scores (mean=50, SD=10) and percentile (%-ile) scores (reported in standard error bands) are based on a national sample of high school seniors.

Students need a way to translate their UNIACT scores into college majors and occupations congruent with their interests. To this end, UNIACT results are reported as **Map Regions** that relate directly to ACT's Map of College Majors and World-of-Work Map. Students are encouraged to find "their regions" on the maps and to consider college majors and career families in their regions or nearby. For each career family, ACT's Career Family List (pages 38-39) provides typical occupations and programs of study.

The Map of College Majors and the World-of-Work Map were developed especially for persons who are undecided about their career goals. Persons with tentative goals may discover career options they otherwise may have missed. A more complete explanation of the use of UNIACT scores and the maps is provided on pages 28-33.



High School Information

Here are the items as they appear in the Student Profile Section of the ACT Assessment.

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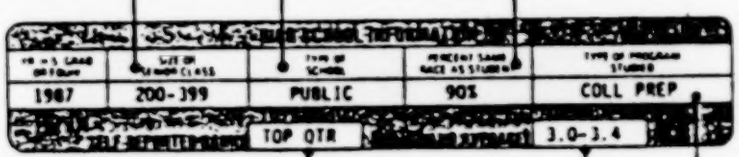
The number of students in my high school graduating class is (was)
- fewer than 25
- 25-99
- 100-199
- 200-399
- 400-599
- 600-899
- 900 or more

The high school from which I will (did) graduate can be best described as a
- public high school
- Catholic high school
- private, independent school
- private, denominational school
- military school
- other

The percentage of students in my high school who are (were) of racial background similar to mine is (was)
- 10% or less
- between 11% and 25%
- between 26% and 50%
- between 51% and 75%
- between 76% and 90%
- 91% or more



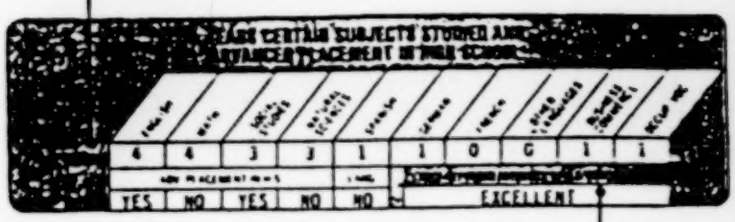
The program of high school courses I took can best be described as
- business or commercial
- vocational-occupational
- college preparatory
- other or general

My overall high school average is (was)
- D- to D (0.5-0.9)
- D to C- (1.0-1.4)
- C- to C (1.5-1.9)
- C to B- (2.0-2.4)
- B- to B (2.5-2.9)
- B to B+ (3.0-3.4)
- A- to A (3.5-4.0)

My class rank in high school is (was) (If you are not sure, give your best estimate.)
- top quarter
- second quarter
- third quarter
- fourth quarter

Years Certain Subjects Studied in High School and Advanced Placement

This indicates the number of years various subjects have been studied in high school. Half years are also reported. If the student was enrolled in advanced placement, accelerated, or honors courses, a YES will be indicated. A NO response may simply indicate that such courses were not available.

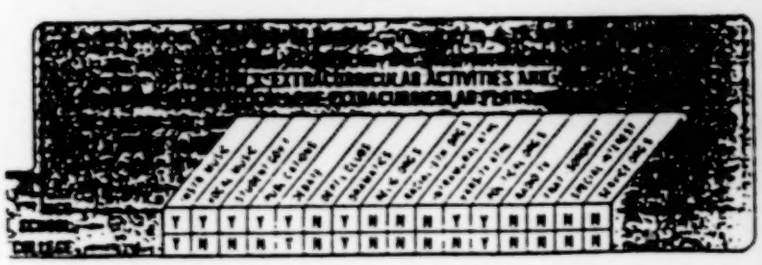


Adequacy of High School Education

This indicates how adequate the student feels the high school education has been. The student may choose from the following alternatives:
- Very inadequate
- Below average
- Average
- Good
- Excellent

Extracurricular Information

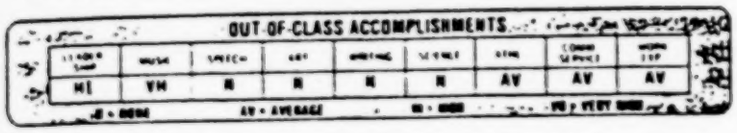
In the top row Y (yes) or N (no) designates whether the student participated in the given high school extracurricular activities.



In the bottom row Y (yes) or N (no) designates whether the student plans to participate in the stated extracurricular activities in college.

Out-of-Class Accomplishments

Examples of these accomplishments are shown below.


OUT-OF-CLASS ACCOMPLISHMENTS

HI	VH	N	N	N	N	AV	AV	AV

AV = AVERAGE

Examples of Out-of-Class Accomplishments

Leadership: was appointed to a student office; organized a school political group or campaign; participated in a non-school political campaign; participated in a student movement to change institutional rules, procedures, or policies.

Music: composed music; performed with a professional musical group (orchestra, band, choral group); performed in a school musical group; received a rating of "superior" in a state music contest; participated in a state music contest.

Speech: placed first, second, or third in a regional or state speech or debate contest; entered a school speech or debate contest; had substantial roles in high school or church-sponsored plays; read for a part in a high school play.

Art: finished a work of art (painting, ceramics, sculpture, etc., not as part of a course); exhibited a work of art in a statewide or regional show; had photographs, drawings, or other artwork published in a public newspaper or magazine.

Writing: had poems, stories, essays, or articles published in a school publication; wrote an original but unpublished piece of creative writing (not as part of a course); won literary award or prize for creative writing; had work of creative writing published in a school literary magazine or newspaper.

Science: did an independent scientific experiment (not as part of a course); won a prize or award (of any kind) for scientific work or study; placed first, second or third in a regional or state science contest; participated in a scientific contest or talent search.

Athletics: participated in one or more varsity athletic team events (football, basketball, baseball, etc.) while attending high school; earned a varsity letter in one or more sports in high school; received all-city, league, county, or state team award (including honorable mention); participated in two or more individual athletic activities (tennis, swimming, bowling, skiing, golf, etc.).

Community Service: won recognition or an award for a club or organization activity; taught in a church/synagogue, or led a religious service on a regular basis; worked as a volunteer in a hospital; was active in programs which assisted the community; participated in a program to assist children or adults who were handicapped mentally, physically, or economically.

Work Experience: held a regular part-time job; held a full-time job during the summer; started own business or service; supervised the work of others; managed the financial affairs of an organization.

Students are asked to respond "yes" or "no" to the activities of each scale. The "yes" responses are summed and a rating of N=None, AV=Average, HI=High, or VH=Very High is assigned, based on the following table:

Area	Ratings			
	N	AV	HI	VH
Leadership	0	1-2	3-4	5-7
Music	0	1	2-4	5-7
Speech	0	1	2-3	4-7
Art	0	—	1-2	3-7
Writing	0	—	1-2	3-7
Science	0	—	1-2	3-7
Athletics	0	1-2	3-4	5-7
Community Service	0	—	1-2	3-7
Work Experience	0	1	2-3	4-7

The *Average* rating corresponds to a score falling at or below the 50th percentile of a representative sample of college-bound high school students; the *High* rating corresponds to a score falling between the 51st and 85th percentiles; the *Very High* rating corresponds to a score falling above the 85th percentile.

Optional Background Information

Each year, ACT mails to all institutions a form which the institution must approve and return to ACT if it wishes to receive these data.

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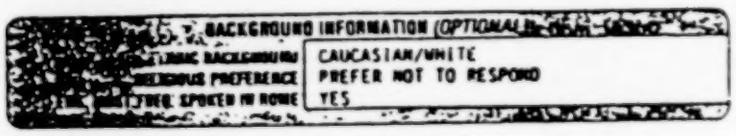

BACKGROUND INFORMATION (OPTIONAL)

ETHNIC BACKGROUND	CAUCASIAN/WHITE
RELIGIOUS PREFERENCE	PREFER NOT TO RESPOND
LANGUAGE SPOKEN IN HOME	YES

Here are the items as they appear in the Student Profile Section of the ACT Assessment.

Colleges often provide special educational programs and opportunities for students from particular racial or ethnic backgrounds. The following item provides colleges with a way to communicate with you about these programs and opportunities.

Which of the phrases below best describes your racial/ethnic group as generally recognized by your family and friends?

- Afro-American/Black
- American Indian, Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Pacific Islander
- Puerto Rican, Cuban, other Hispanic origin
- Other
- I prefer not to respond

Indicate your religious affiliation or preference.

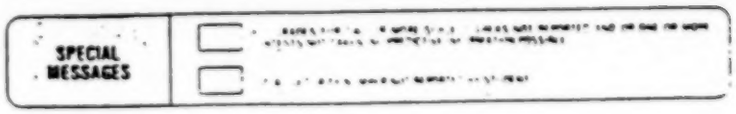
- Assemblies of God
- Baptist
- Southern Baptist
- Christian (Disciples of Christ)
- Christian Reformed
- Church of the Brethren
- Church of Christ
- Church of God
- Church of the Nazarene
- Eastern Christian Orthodox
- Episcopal
- Friends
- Jewish
- Latter-Day Saints
- Lutheran
- Lutheran—Missouri Synod
- Methodist
- African Methodist Episcopal (A.M.E.)
- Presbyterian
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ
- Other
- None
- I prefer not to respond

Is English the language most frequently spoken in your home?

- Yes — Y
- No — N
- I prefer not to respond — 0

Special Messages

If either of these messages applies to the student, an asterisk will be printed in the appropriate box.


SPECIAL MESSAGES

Self-Reported High School Course/Grade Information

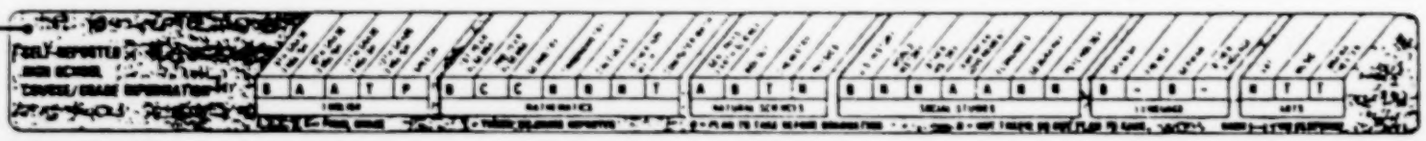
850

This portion of the College Report provides a listing of courses taken and grades earned in 30 college-preparatory high school courses. For each course, students registering to test on a national test date are instructed to select an oval in one of the following columns:

HAVE TAKEN OR AM TAKING (I have completed or am now enrolled in this subject.)	HAVE NOT TAKEN, BUT BUT WILL: (I have not taken this subject, but plan to take it prior to graduation.)	HAVE NOT TAKEN, AND WILL NOT: (I have not taken and do not plan to take this subject.)

Students are also instructed to report their last grade earned in courses already completed (A, B, C, D, or F). This information for each course is coded on the College Report as follows:

N = Have not taken, and will not
P = Have not taken, but plan to prior to graduation
T = Have taken, but no grade reported
A = Have taken, final grade = A
B = Have taken, final grade = B
C = Have taken, final grade = C
D = Have taken, final grade = D
F = Have taken, final grade = F
"—" = No response



The Basic Research Service

This plan supplies analyses of the relation between ACT data (ACT standard scores and high school average) and first-term overall college grades, and develops prediction equations for forecasting the performance of prospective students. The plan simplifies the responsibilities of the participating college and results in a brief, easy-to-understand report. Small colleges, newly participating colleges, or those with a limited staff often prefer this plan to the Standard Research Service.

The Standard Research Service

This plan provides a description of academic abilities and achievements of the current freshman class and develops the prediction equations used in forecasting the performance of future students. A comprehensive analysis is provided of precollege information, which includes ACT test scores, high school grades, and, if desired, locally collected information, and of first-year or first-semester achievement for as many as nine different groups of students. A summary report is included. Overall grades and grades in four specific courses or subject areas are used.

This plan makes possible the analysis of as many as 40 specific course grades in addition to 10 overall grade point averages. As in the Basic Research Service, regression equations developed in the analyses are used to furnish academic predictions on score reports for ACT-tested students in subsequent years.

A college may also choose to report as many as five locally collected measures for each student group. Research service analyses then provide comparisons of these measures with standard ACT predictors.

ACT Enrollment Information Service (EIS)

With the projected decline in the number of high school graduates over the next decades, postsecondary institutions are becoming increasingly concerned about enrollment maintenance and are seeking more effective ways to monitor and evaluate the student recruitment/admissions process. ACT developed the Enrollment Information Service to provide institutions with market information useful in the recruitment and retention of students.

EIS consists of two components—the Market Analysis Service and the Yield Analysis Service; both are derived from the data base generated by the approximately one million college bound students who write the ACT Assessment each year. EIS formats this data base into tables that focus on *student characteristics* (Act Composite Score intervals, sex, family income intervals, racial/ethnic background) and *college choice factors* (size of college preferred, type of postsecondary institution preferred, postsecondary institution choice, planned educational major, plans to attend in-state/out-of-state).

Both the Market Analysis Report and the Yield Analysis Report present data in two tabular formats. Table 1 organizes the identified characteristics and choice factors by ACT Composite Score Intervals, and Table 2 organizes the identified characteristics and choice factors by Planned Educational Major.

The Market Analysis Report provides a detailed blueprint of an institution's market area and can help in identifying new areas with high potential. The Yield Analysis Report allows an institution to evaluate its success in attracting various types of students from the identified segments and to compare the proportion of students from a particular segment that express an interest in the institution with the proportion that enroll in the institution.

During the 1986-87 academic year, the Enrollment information Service with be available in all 50 states. For more information, contact the ACT regional office serving your state.

ACT Student Need Analysis Service

ACT has established its Student Need Analysis Service to help students applying for financial aid demonstrate their eligibility for assistance. This service collects, analyzes, and disseminates demographic and financial information on which about 4,000 institutions and agencies base the awarding of scholarships, loans, and other financial assistance.

To apply for financial assistance at a postsecondary institution or scholarship agency using the ACT Student Need Analysis Service, a student obtains an ACT Family Financial Statement (FFS) packet from a high school counselor, a college and administrator, or directly from ACT. FFS packets—each containing an FFS with instructions, a list of institutions and agencies accepting ACT need analysis reports, and, in a few states, a Student Data Form—are mailed to all high schools each year in late fall. The FFS, a mark-sense form designed for rapid processing and reporting, collects financial information from the student and family. This information is treated confidentiality. Because some of the data can be copied straight from the federal tax return, it is accurate and easy to report. The student also may use the FFS to apply for a Pell Grant, with no additional charge to the student. The Pell Grant program communicates directly with the student via a Student Aid Report (SAR).

The student fills out the FFS and designates institutions or agencies to receive the financial aid information and then sends it to ACT along with a processing fee for

reports sent to recipients other than the Pell Grant program. If the FFS packet includes a Student Data Form, the student also fills it out and sends it to ACT in the return envelope with the FFS. From the information on the FFS, ACT produces a Student Financial Aid Report (SFAR). This computer document, which shows information reported on the FFS, is sent to the student and family for verification and, if necessary, updating. If incorrect data were submitted on the FFS, or if circumstances have changed, the student can use the SFAR to revise data and to request new reports. The SFAR also notifies a student of any special requirements of the institutions and agencies receiving need analysis reports.

PLAINTIFF'S EXHIBIT 295i

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
4			1	1	1		1	1	5
									.10
5	1	2	4	6	4				17
									.2
6	1	4	26	8	9	3		2	53
									.5
7	3	16	30	34	18	4	1	6	112
									1.0
8	8	12	69	46	20	13	2	3	173
									1.5
9	4	26	82	86	33	17	2	5	255
									2.3

PLAINTIFF'S EXHIBIT 295i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
10	6	27	92	132	57	44	1	6	365 3.3
11	4	19	94	197	63	64	4	7	452 4.0
12	2	25	118	194	95	76	14	8	532 4.7
13	3	19	104	203	119	97	22	12	579 5.2
14	1	19	91	160	135	140	24	11	581 5.2
15	1	21	115	225	177	177	39	15	770 6.9
16	1	21	102	204	173	186	41	10	738 6.6

PLAINTIFF'S EXHIBIT 295i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
17		11	72	199	143	221	49	11	706 6.3
18	2	12	68	190	176	211	65	10	734 6.5
19		3	55	135	153	230	73	8	657 5.9
20	2	5	48	126	137	231	98	9	656 5.8
21	2	2	30	94	122	244	109	11	614 5.5
22		4	29	92	111	234	132	2	604 5.4
23		4	20	71	91	206	137	4	533 4.7

PLAINTIFF'S EXHIBIT 295i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
24	1		15	48	74	203	164	3	508 4.5
25		2	6	34	54	171	140	4	411 3.7
26	1	2	4	14	36	114	152	2	325 2.9
27			2	12	33	97	165	1	310 2.8
28				5	19	77	109	3	213 1.9
29				3	5	30	97	1	136 1.2
30			1	1	3	14	79	1	99 .9

PLAINTIFF'S EXHIBIT 295i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
31					1	9	41		51
									.5
32						4	27		31
									.3
33							7		7
									.1
34							2		2
									.0
Column Total	43	256	1278	2520	2062	3117	1797	156	11229
	.4	2.3	11.4	22.4	18.4	27.8	16.0	1.4	100.0

Number of missing observations – 2

PLAINTIFF'S EXHIBIT 295j

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
2			1						1 .0
3			2	4		2			8 .2
4	1	4	11	11	3	3	1		34 .7
5	1	15	22	27	11	3		2	86 1.7
6	2	15	62	80	21	12	1	5	198 3.9
7	4	31	88	124	50	39	1	5	342 6.8
8	1	24	97	174	67	53	1	7	424 8.4

PLAINTIFFS EXHIBIT 295j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
9	3	21	93	160	81	59	8	12	437 8.6
10	2	21	98	173	89	90	9	4	486 9.6
11	3	8	64	192	90	85	10	8	460 9.1
12	1	15	64	122	85	94	14	6	401 7.9
13	1	5	42	109	89	94	19	9	368 7.3
14	1	4	33	93	77	95	14	1	318 6.3
15		3	25	78	68	86	20	7	287 5.7

PLAINTIFF'S EXHIBIT 295j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
16		4	17	56	67	83	18	2	247 4.9
17	2	1	11	48	37	71	23	2	195 3.8
18		3	1	26	25	62	30	2	149 2.9
19		1	4	26	20	49	28	2	130 2.6
20		3	4	10	21	52	38	1	129 2.5
21			6	7	12	61	28	3	117 2.3
22		1	1	5	12	31	26	1	77 1.5

PLAINTIFF'S EXHIBIT 295j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
23			1	4	8	21	21		55
									1.1
24				3	4	10	14		31
									.6
25				5	5	13	11		34
									.7
26				1	3	12	10		26
									.5
27					2	5	6		13
									.3
28					1	2	4		7
									.1

PLAINTIFF'S EXHIBIT 295j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
29							4		4
									.1
30							2		2
									.0
Column Total	22	179	752	1538	948	1187	361	79	5066
	.4	3.5	14.8	30.4	18.7	23.4	7.1	1.6	100.0

Number of missing observations – 0

PLAINTIFF'S EXHIBIT 316

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

Mission Statements

November 19, 1981

Premise: The general purpose of mission statements is to provide appropriate differential roles of various universities. The general objective shall be quality performance of assigned and approved program endeavors. All programs are subject to periodic review by the Board of Trustees in terms of need, viable size, and effective performance. Based upon program reviews, the role and scope of any university may be adjusted from time to time. A review of all existing academic programs shall be completed by April of 1984.

Proposed new programs outside of the present role and scope of an institution would require extraordinary justification before being considered by the Board of Trustees. Specialized programs outside the basic mission assigned to an institution would require an outstanding report on the academic program review to remain at that institution. The question of unnecessary duplication of programs would be addressed in the academic program review. No new program requests will be honored at any institution until all programs at that institution eligible for accreditation have been accredited.

Comprehensive Universities: Mississippi State University, the University of Mississippi, and the University of Southern Mississippi will continue to offer a number of programs on the doctoral level. However, each institution will be expected to provide leadership in the state in certain disciplines. New program requests will be given priority at those institutions selected for leadership in the discipline in which the program is being requested. Program actions on academic program review will be guided by the leadership assignments. An institution will be expected to become or to continue to be regionally and nationally competitive in the disciplines to which it has been assigned a leadership role. The 1981 Mississippi Legislature has expressed a desire to specially fund "Programs of Excellence". The determination of leadership responsibilities plus the possible additional monetary support should heighten the achievement of national recognition. Determination of leadership and responsibilities by the Board of Trustees would be subject to periodic review. The leadership responsibilities should be assigned as follows:

Mississippi State University

Agriculture and Forestry
Architecture
Biological Science
Engineering
Veterinary Medicine

University of Mississippi

Art
Law
Letters
Foreign Language
Mathematics

Pharmacy
Physical Sciences
Public Affairs
Community and Regional Planning
Social Sciences

University of Southern Mississippi

Communications
Computer Science
Home Economics
Library Science
Marine Science
Music
Polymer Science
Psychology
Social Work
Technology

University of Mississippi Medical Center

Dentistry
Health Related Professions
Medicine
Nursing

Each institution is expected to remain actively involved in organized research. The comprehensive universities should continue to be the centers for the development of new knowledge and the expansion of existing research.

These three universities are expected to continue to provide academic credit courses and non-credit activities in their centers and in other locations where cost effectiveness can be justified. The Board's policy concerning off-campus activities will continue.

Urban University: Jackson State University stands alone in this category because of its location in the capital city. Jackson State should develop a broader mission for the institution that will be directly related to its urban role. Part of this mission will be to enhance the overall quality of the institution that will require among other things a lesser participation by marginal students. The institution is expected to engage in more organized research that is directly related to the urban area of Jackson, Mississippi. Jackson State may offer with Board permission off-campus credit activities when demand warrants. Jackson State should engage in non-credit service activites off-campus within their resources.

Regional Universities: Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University should initially continue to offer their present baccalaureate programs. These offerings would be subject to change as a result of the program review or other determinations made by the Board of Trustees. Alcorn State University and Mississippi Valley State University shall continue their present graduate offerings in the field of eduction. Alcorn State and Mississippi Valley State shall have until the summer of 1984 to gain accreditation for their master's programs in education. If accreditation has not been granted within that time frame, no new graduate students may be admitted to the programs. The Master of Science program in Agriculture at Alcorn State and the Master of Science program in Environmental Health at Mississippi Valley State will be closely scrutinized through the program review process.

Mississippi University for Women may offer graduate work in Home Economics within the limited areas of Home Economics Education, Merchandising, Child Development, and Textiles. Graduate work in Education may continue to be offered contingent upon gaining NCATE accreditation for the graduate level by the summer of 1984. Delta State may continue its graduate offerings in Education. Delta State may continue its graduate work in Business with the stipulation that the institution shall establish a timetable for accreditation that will be presented to the Board in March of 1982.

No regional university shall grant specialist degrees with the exception of Delta State in the areas in which accreditation has been earned. Regional universities with doctoral programs shall be subject to an intensive evaluation of those doctoral programs four years after the date of the approval by the Board of Trustees to determine continuation. Under no circumstances should additional doctoral programs be established at regional universities.

Delta State University will be allowed to continue to engage in off-campus academic credit offerings within the area assigned to that institution. Mississippi Valley State University will be encouraged to continue its participation in Greenwood with Board-approved courses, and Alcorn State University should continue its involvement in the Vicksburg consortium with Board-approved courses. There is no expectation that Alcorn State, Mississippi Valley State, or Mississippi University for Women will be engaged in academic credit offerings in other locations than those mentioned above except under extraordinary circumstances and only with Board approval. The

Board's policy concerning off-campus credit activities will continue. Non-credit service activities for these four institutions should be limited to on-campus except where extraordinary need exists. There is no expectation for organized research at these institutions.

Present admission standards are not the same at all of the regional universities. This is desirable and should be continued.

PLAINTIFF'S EXHIBIT 350

[79] **DEPOSITION OF JOSEPH ANZALONE**

* * * * *

11/14/81

Q. At any time during your employment with the ACT program, have you communicated with officials in Mississippi with respect to admissions policies at four-year institutions?

A. Yes.

Q. Could you describe each such contact? When was the first?

A. Oh, gosh. The first that I can recall was in early 1979, I think in February of 1979. At that time, the Board was reviewing admissions standards, I believe, or the impact of its standards; and I met with them then. I didn't meet with "the Board." I met with a committee, I guess, and individuals.

Q. With whom did you meet?

A. I met with—and I cannot identify the Board members by name because I do not know them on a personal basis. There were several members of the Board of Trustees there, including the chairperson, as I recall, at that point in time, and the executive secretary of the Board; and probably one or two other staff members were in the room.

* * * * *

[88] Q. Did you discuss the impact that the 15 ACT score had on enrollment of black students at the institutions using the 15 ACT cutoff?

A. As I recall, the impact of such a score was discussed at the meeting. Present at the meeting were the presidents of the three historically black universities in the state, and they certainly indicated concern about that, and each at different times, I guess, in the course of that meeting.

Q. Did you express any opinion at that meeting as to the impact of the 15 cutoff on enrollment of blacks at the institutions using that cutoff score?

A. I probably indicated that the date—at least that available at the national level—spoke for itself, in the sense that we recognize what the national norms group for [89] black students reveals; and also, the class—the enrolled class profile reports of the historically black institutions, which, of course, reflect the actual enrollment locations—or certainly did at that time—of a large number of black students in the state, indicated that those—that that score distribution—that those means were below the state level. Below the state average is what I should say.

* * * * *

1/7/82

[64] Q. Have institutions in Mississippi conducted, with the assistance of the ACT Program or by themselves, studies of differential validity by race?

A. Let me try to remember the subgroups. I'm not aware of institutions exercising that option. The option is certainly there. They can specify—They can characterize any particular subgroup of students as long as it meets certain N-count requirements and so forth. I'm not aware that any of the universities in recent years have elected, for example, a black subgroup as a part of the standard research designs. I'm not aware that they have, at least in recent years.

Q. Can you name any Mississippi four-year institution that has at any time conducted a study of differential [65] validity based on race?

A. Would you define—Just for clarification, would you define "differential" validity? Are you talking about "Let's do a validity study as it relates to the test and the high school averages for, say, black students and also a parallel study at the same time for the white students who are enrolled"?

Q. Yeah.

A. No, I'm not aware of that occurring. Obviously, the validity studies that do exist for minority students exist at institutions such as Jackson State University, where the majority of the students they've identified in their research design are minority—or black.

Q. But at the traditionally white institutions, you are aware of no institution that has conducted a study of differential validity by race. Is that correct?

A. Not as a part of the ACT Assessment Program, as memory serves me. I would be glad to go back over several years and try to verify that if that is important.

Q. I would be grateful if you could verify that.

A. It would be a matter of identifying every subgroup that was established at, say, a Mississippi State University or another institution and discovering if at any one year the institution did identify black students as a subgrup. I'm not aware, though, of that having occurred [66] recently.

Q. Isn't it a policy of the ACT that institutions using the instrument should conduct such differential validity studies according to different subgroups that they serve?

A We suggest that they use subgroups for a variety of purposes. For example, look at engineering students as a subgroup, or look at women students as a subgroup. Minority students certainly could be identified as a subgroup. I'm not aware that—as I said, that that has been done. You know, we recommend that they look at different kinds of subgroups in their population of students.

Q. If a differential validity study at a particular school showed that black students with ACT scores of 9, 10, 11, 12, 13 and 14 had approximately the same mean freshman grade-point average as black students with a 15 ACT score, would that suggest to you that for black students as a group the 15 ACT cutoff score ought to be reexamined?

MR. STEPHENSON:

I'm going to object to the question to the extent that I believe that it's over broad by encompassing the scores 11, 12, 13 and 14 within one question. I'm not certain that I would know the context in which any answer was framed. I'd call upon counsel to use two scores at one time and no more, if he could. I would assume that there would be a differen- [67] tiation that could be made between a composite score of 11 and one of 14.

Q. [Mr. Heubert] Would you like me to repeat the question, Dr. Anzalone, or –

A. Please, just because of the time.

Q. If a study showed that black students at an institution where there was a cutoff score of 15 –

A. Okay. Black students. Okay.

Q. That's the group we're limited to right now.

A. Okay.

Q. That the mean freshman grade-point average for students with a 14 was equal to or higher than the mean freshman grade-point average of black students who had a 15 ACT, would that suggest to you that the 15 cutoff should be reexamined with respect to black students?

A. The same would be true if they were white students.

Q. But that's not the question I asked.

A. Okay.

Q. If that finding were made, do you think it would be appropriate to reexamine use of that 15 cutoff for black students?

MR. STEPHENSON:

Assuming the educational policy decisions at the institution at the state level remained the same.

[68] A. Again, Mr. Heubert, we should not be surprised to find at some point in time or somewhere that kind of information, because again we realize that the 15

is – does have a standard error of one and that there would be – very, very similar between students who score 14 and students who score 15. They essentially represent the same kind of ability level, if I could couch it that way – and maybe I'm incorrect in doing that; but basically there's very little difference between a 14 and a 15.

* * * * *

[101]They're based on – I'm looking at the standards for the institutions. You are identifying as high risk – In addition to students, for example, at Delta State, Mississippi State and so forth, you're indicating that in addition to students admitted with a 15, the institution may enroll a number equivalent to – Is that?

Q. Um-hmm.

A. I'm aware that's a part of the admissions standards.

Q. Are you aware that prior to adoption of this 5% limit on students who could enter with ACT scores below 15 there was a policy by the Board of Trustees to allow probationary enrollment at all of the five traditionally white institutions with ACT scores of 13 and 14?

A. I haven't seen that policy.

Q. Would a policy that permitted probationary admission of students with 12's, 13's and 14's allow more students to get in without the 15 than the current 5% restriction?

A. Of course.

Q. Do you have any idea why the Board of Trustees adopted a new policy for high-risk students which reduced the number of students who were eligible for admission with ACT scores below 15?

A. No, I don't know why they did that.

* * * * *

[106] Q. Yes.

A. On the composite. And how many black students?

Q. If the mean is 12, then I assume that 50% fall below the mean.

A. No, I meant the number. We were talking about how many would be eligible to fit into these categories. I assumed that's what you meant.

Q. My question was: Isn't it true that with that policy that we just described at Mississippi University for Women, 15 for regular admissions and a minimum of 12 for high-risk admissions, that 50% of the black students who take the ACT in Mississippi would be ineligible for either regular or high-risk admission at Mississippi University for Women?

A. Those scoring below 12,

Q. Dr. Anzalone, turning to Exhibit 1 to your deposition, your recommendations: Could you read your second recommendation aloud, please?

A. Recommendation, or—

Q. Conclusion. I'm sorry.

A. "The specification of minimum ACT composite score provides reference points for unqualified admission decisions at the various institutions and also provides for referrals to developmental studies and for exceptions to the minimum admission standards."

Q. Are you saying in that conclusion that the Board [107] of Trustees' policies provide clear indications to students of whether they can get into an institution or whether they should be sent to developmental education programs?

A. Well, it indicates that—In my judgment, the publication of the minimum standard scores in both the Board policies and in institutional catalogs stand there; and as students complete the Act, finish high school, they

can even know in advance about their admission possibilities. That's—I think that's what I was attempting to get at there: that a student obviously would know that if he had scored at or above that particular threshhold, then the student would clearly be admissible.

Q. You're saying basically that this is a clear policy that students can understand?

A. I think in conjunction with the typical things that students see—such as the college catalog, the university brochures and admissions application forms and so forth—where the institution states that "This is the admissions policy."

Q. Would you say that if an admissions catalog—I'm sorry—an official catalog contained statements about admissions requirements different from those set forth in the Board of Trustees policy, that that would not be very clear?

A. Well, there might be a contrast. You're indicating that the Board policy might be reworded or interpreted

* * * * *

3/18/87

[87] Q. Is participation in the Predictive Research services, does that require an additional cost to the institution?

A. It requires no additional cost to the institution.

* * * * *

[171] Q. So, I would take it that you would also say that you have not seen any subgroup validity study by race since your last deposition?

A. I'm not aware that any of the institutions that have participated in ACT's predictive research studies have included race, a race designation as a subgroup.

Q. Isn't it ACT's recommendation in its policies that subgroup validity studies be done whenever possible?

A. Yes.

Q. And it is possible, isn't it, for Mississippi because the data is available; isn't that right?

A. Yes, it would be possible.

Q. But you're not aware of it being done since the time of your last deposition, which the second date was January 7, 1982?

A. I'm not a—right. I'm not aware of it being done.

Q. Did you, in your preparation for this testimony, ask if it had been done?

A. I did not. I reviewed only the readily available data that I had at hand.

Q. Would you agree that it's particularly [172] important to do such studies if changes are made in standards which—admission standards which decrease the pool of black students eligible to attend historically white institutions?

A. I think it's important to do validity studies any time the composition of the freshman class changes or there are significant changes in the standards themselves. Anything that would particularly affect, I think, the performance opportunities for students.

Q. The Board of Trustees' actions haven't satisfied the substance of the opinion you just expressed, have they?

A. I'm not aware that they have conducted those kinds of validity studies in terms of the ACT Assessment Program research services.

* * * * *

[176] Q. Haven't you seen data by race on ACT scores for Mississippi graduates at earlier times?

A. At earlier times. But, as I've said, I can't recall whether these proportions would be identical. I would not be surprised if they were similar.

Q. I asked – my question was whether there was a pattern of substantial differences with white students scoring substantially higher during the period of your service with ACT?

A. I would – I would believe so.

Q. Wouldn't you agree that that kind of [177] difference in pattern is common knowledge with respect to people who have positions like yours?

A. It would be common – fairly common knowledge that black students as a group would, indeed, perform at lower levels on the ACT Assessment that would white students as a group. The differences may be – may not be the same from state to state or even from year to year. But I think, in general, that would be the case.

Q. Would you agree that it would also be common knowledge of people like staff members of the Board of Trustees who work on admission standards?

A. I would believe that given their knowledge of ACT test data, institution by institution, that they would be aware that black students' scores would be lower than white students' scores, yes.

Q. Substantially lower?

A. Depending upon whether you were comparing black students at a particular institution or not, or black students in the aggregate.

Q. I mean black students in the aggregate.

A. Black students in the aggregate? Yes, I think that would be true.

Q. True meaning that it would be common knowledge of that category of persons?

[178] A. I think so.

* * * * *

[181] Q. But would you agree that when compared with test score patterns, that the pattern of grading shows

a lesser disparity between white students and black students?

A. I don't know. We're dealing with the same—all I can—all I can say is that there's a difference, obviously that there's difference. I don't know if I can compare the extent of the differences between the two indicators. There's a difference, obviously.

Q. You said you agreed that with respect to ACT scores 15 and above that, roughly, seven of ten white pupils and three of ten black pupils were above 15?

A. Uh-hum.

Q. So that the percentage—when you compared the percentages, it was more than twice the percentage—

A. Uh-hum.

Q. —of white pupils who were above the 15 as black pupils; is that right?

A. Uh-hum.

[182] Q. Is that right?

A. That looks right.

Q. It's not more than twice the percentage of white pupils who have grades above 3.0 than black pupils, is it?

A. No. It's about—I guess about half.

Q. Well, it's—the comparison of 30 percent—30.5 percent to 40—

A. 43.

Q. —point 8, it's the percentage of white students above 3.0 is not twice as large as the proportion of black students, is it?

A. No, it's not.

Q. Would you agree that, in general, the disparity in grade point average in the patterns between white and black students is lesser in magnitdue than the disparity in test scores?

A. Yes, I would agree to that.

Q. Wouldn't it follow from that, if one in an admission process placed emphasis on grades as opposed to test scores, that a larger proportion of the black population would be eligible?

A. Depending on the grade requirement specified.

Q. Meaning if the pattern of grades of black pupils to which we referred involved a pattern above [183] some minimum, is that what you mean?

A. Yeah. I think so. It would depend on, you know, where you started or where you ended up with a GPA requirement. A GPA requirement, I assume, could be—could be fairly high or might indeed have a greater range.

Q. ACT recommends that both test scores and high school grade point average be factors considered in admission 'selection decisions; is that right?

A That's correct.

MR. STEPHENSON:

Could you read the question back.

A. Or some other indication of high school rank—some other factors.

MR. STEPHENSON:

Now could you read the question back?

(Whereupon the question was read by the court reporter.)

A. The answer would be "yes."

MR. PRESSMAN:

Q. And wouldn't following that recommendation as it pertains to grade point average where there's a lesser racial disparityh provide for a more racially inclusive pool of eligible students than not including grade point average?

[184] A. I believe it could.

Q. Well, do you have some hesitancy in saying that it would?

A. Well, I haven't seen, you know, the construction of a model that would suggest which GPA's ought to be a part of such an admission standard.

Q. To your knowledge, do some colleges follow ACT's recommendation of using a variety of factors, including grade point average, in making admission/selection decisions?

A. Yes.

* * * * *

PLAINTIFF'S EXHIBIT 365

[6] **DEPOSITION OF LUCIUS S. WILLIAMS, JR.**

* * * * *

Then in 1975, I was interviewed at the University of Mississippi and hired there as assistant to the vice-chancellor for academic affairs and associate professor of education. And I'm still at the University of Mississippi.

Titles have changed a little bit, from Assistant to the Vice-chancellor. I was promoted to Assistant Vice-chancellor. It's a little different from assistant to the vice-chancellor.

[7] Q. Now, if you could give your rank or position change from that time until the present.

A. Okay. I came to Ole Miss, or the university, on December 19, 1975, as Assistant to the Vice-chancellor.

Q. Who was vice-chancellor there, please?

A. Vice-chancellor was Arthur Derosier at the time.

Q. Spell that?

A. Derosier, d-e-r-o-s-i-e-r.

During that first year, I developed a learning center as a support service for unprepared students. We offered tutorial services in math, reading English, and so forth. And of course, I was director of that learning center.

So now, I'm Assistant to the Vice-chancellor, director of the learning center, and Associate Professor of Education

Administration, where I taught two courses at the time in the School of Education.

In 1981 or '82, my title was changed to Assistant Vice-chancellor under Dr. Harvey Lewis, as the Vice-chancellor at the time.

Q. Was there any change in pay? Did you get a raise, Dr. Williams?

A. I'm not sure whether there was a raise that year or not. If I got one, it was a normal raise that [8] everybody else got. I don't recall any raise being associated with the – with the change in title. But I believe there was a raise for everybody that year.

Q. Let me ask you, then, assistant – could you compare and contrast for me assistant to the vice-chancellor and then you was assistant – the first job you were hired as Assistant to the Vice-chancellor. Now, you're Assistant Vice-chancellor. What's the difference? Are both of them administrative?

A. Yeah, they're both administrative; but when you become assistant – well, as assistant to the vice-chancellor, you do not have any particular authority over anything. When you become assistant vice-chancellor, you have a little more control over what you do. You can make some decisions on your own.

* * * * *

[19] Q. How many vice-chancellors do you have at the University of Mississippi?

A. I believe there are three – or four now.

Q. Let's say four. Now, could you name those?

A. The vice-chancellor for university relations, vice-chancellor for student affairs, the vice-chancellor for administration, and the vice-chancellor for academic affairs. Three.

Q. Where are you?

A. I'm under the vice-chancellor for academic affairs as Assistant Vice-chancellor.

* * * * *

[24] A. If you would put us in any kind of order there, I would be number three.

Q. But now, you not over in with the chancellor. You in another place.

A. No, I'm not with the chancellor.

* * * * *

[29] Was there a change in salary with this new position other than the normal raise, Dr. Williams?

A. No.

* * * * *

[47] Q. Were you given a raise with this new function over education?

A. The answer is, no.

Q. I'm not so sure I understand, but I'll try to ask you a question so I'm clear on my understanding here.

You were given another title, and that title was the Associate Dean of the School of Education.

A. That's correct.

Q. With that title, it required you to have an office in the School of Education; is that correct?

A. Yes.

Q. That title did not give you any additional money; is that correct?

A. That's correct.

* * * * *

[133] Q. Now, directing your attention to the time period wherein you had affiliation with the minority faculty vita bank. What was the purpose of the minority vita bank?

A. Was to increase the pool of applicants for hiring.

Q. And on an annual basis, approximately how many applicants vita's would you have on file?

A. I'd say about 200.

Q. On an average basis per year, approximately how many faculty persons were actually hired to have vita's in the minority vita bank?

A. I can recall two or three in the time period [134] that I maintanied the vita, and that was from about 1983 to 1985-'86. Two or three persons were hired from that vita.

Q. From the vita bank.

I don't know if Alvin asked you this question or not, but is the bank currently being maintained?

A. I don't know. I left that with the vice-chancellor.

Q. How did you go about obtaining vita's for the vita?

A. Two ways. One, we advertised in the Chronicle. And we also received resumes from people in general whenever they came in to the university. Somebody might send a resume, I'm looking for a job. It would find its way to me because if it was a minority, they would send it to me because they knew I was trying to help.

Q. Did you ever contact the traditional black institutions in the state to obtain their overflow applicants for various positions to become a part of your minority faculty vita bank?

A. No, I did not.

Q. During 1981-'82, do you recall whether or not there were any black academic deans at the university?

A. 1981.

Q. '81-'82?

[135] A. Academic deans?

Q. Black academic deans.

A. I don't recall ever having a black academic dean.

Q. Ever?

A. No.

Q. What about department chairpersons?

A. Well, Ron Bailey, the director of Afro American studies would be the closest thing to a department. And it is not a department. It's a program. So, no, I don't recall any black chairman of the department.

Q. Now, currently are there any black academic deans?

A. No.

Q. Department chairpersons, to your knowledge?

A. No.

* * * * *

PLAINTIFF'S EXHIBIT 366(b)

[54] **DEPOSITION OF DR. JOHN A. PEOPLES, JR.**

* * * * *

Q. My question, Dr. Peoples, is you have made the assertion that individual trustee favoritism has thwarted [55] programmmatic development at the black institutions. Now, if thats your opinion, I want to know the basis for it. If you'd like to withdraw the opinion, that's something else.

MR. CHAMBLISS: You can start with governors and go on with the whole—

THE WITNESS: May I go, please?

MR. STEPHENSON:

Q. Yes.

A. What I mean by that is that certain institutions had more alumni, has strung alumni on the Board of Trustees which would, in my opinion, tend to favor these institutions getting certain programs, whereas the historically black institutions at one time, for a long time, had no

alumni up through 74 because the first black member was a graduate of Tougaloo College and it certainly appeared that the institutions which had several alumni on the College Board were able to get programs, academic programs, that might well have gone to some of the historically black programs or to prevent the black institutions from getting programs on the ground that this would be duplication of their programs; and so, without saying individuals as such, I'm saying alumni of the historically white institutions, and they had several on the Board, College Board. That's what I mean by that.

* * * * *

AYERS VS ALLAIN

1. Historically Black Institutions (HBU) are at best an ancillary consideration of State higher education authorities.

2. Funding for higher education is weighted via formula to the disadvantage of HBU:

Coursework high cost factors are generated mainly by the comprehensive universities

Efforts to enrich HBU academic programs were rarely if ever encouraged but thwarted by repressive board policies,discriminatory mission assignments, individual trustee favoritism, and arbitrary program reviews.

3. The funding formula is basically enrollment driven:

The admission standards are biased against the HBU, which through the inertia of previous *dejure* segregation carry the heaviest load of disadvantage students. As the ACT minimum admission score was increased, the enrollment of black students decreased throughout the system. But the heaviest attrition was

in the HBU. As a consequence, the enrollments of the three HBU have decreased approxiamtely 20% since 1979. On the other hand, with the exception of MUW which has a special problem, the HWU enrollments have increased or remained constant.

4. The effect of the enrollment changes has been a depressing impact on the funding of the HBU, which have received a steadily decreasing proportion of funds over the last ten years:

The overall number of blacks attending senior colleges has decreased precipitiously over the last 10 years.

The COMP TEST requirement has virtually eliminated black undergraduate enrollment in teacher education further diverting funds from the HBU.

5. Various means are used to concentrate resources into the HWU:

Special Bureaus
Research Centers
Centers of Excellence
Lead institutions in certain academic programs
Weighted funding by levels: lower, upper, graduate

The HBU have no such special means to get supplemental funding JSU, in 1980, set up a research center with funding from Mott foundation. Efforts to get College Board to fund when foundation support ran out were in vain.

6. The HBU have received significant funding for physical plant development over the last twenty years, but many of the edifices were not adequately equipped and most have not been adequately funded for maintenance.

John A. Peoples, Jr.
President, Retired
Jackson State University

PLAINTIFF'S EXHIBIT 367

Proposed Stipulation No. 91:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1972-73 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$14,082	$13,540	$10,816	$8,959
Delta State Coll.	17,339	14,783	12,082	8,949
Jackson State Coll.	17,308	14,240	11,886	9,664
Miss. State Coll. for Women	15,626	12,931	11,406	9,057
Miss. Valley State	13,355	13,266	9,720	8,813
Miss. State Univ.	19,121	14,535	12,235	8,798
University of Miss.	17,734	14,402	12,040	7,886
University of So. Miss.	17,927	14,259	12,702	9,367

RESPONSE

Stipulated as to average mean salaries.

Proposed Stipulation No. 93:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1974-75 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$16,657	$14,032	$11,585	$ 9,361
Delta State Univ.	18,236	16,021	13,181	10,536
Jackson State Univ.	19,093	15,489	13,108	10,312
Miss. State Univ.	19,268	15,438	12,758	9,327
Miss. Univ. for Women	17,123	13,948	12,011	10,474
Miss. Valley State Univ.	14,769	13,109	10,515	8,860
University of Miss.	19,148	15,752	12,944	9,522
University of So. Miss.	17,294	15,740	13,418	10,360

RESPONSE

Stipulated as to average mean salaries.

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1973-74 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$15,239	$13,214	$11,333	$ 8,707
Delta State Coll.	18,365	15,596	12,546	9,958
Jackson State Coll.	16,494	14,404	13,016	9,974
Miss. State Coll. for Women	16,429	13,284	11,307	10,072
Miss. Valley State	14,270	12,434	8,816	8,365
Miss. State Univ.	19,665	15,366	12,551	9,056
University of Miss.	18,839	15,289	12,657	8,357
University of So. Miss.	18,504	15,472	12,990	10,146

RESPONSE

Not stipulated. This alternative is proposed:

Proposed Stipulation No. 97:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1978-79 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$20,900	$17,845	$15,112	$12,059
Delta State Univ.	22,387	17,994	15,734	13,011
Jackson State Univ.	22,390	20,235	16,338	14,248
Miss. State Univ.	24,259	18,811	15,403	11,821
Miss. Univ. for Women	21,822	16,262	15,244	13,102
Miss. Valley State Univ.	19,682	17,360	14,016	11,978
University of Miss.	25,672	20,831	18,389	11,294
University of So. Miss.	23,570	19,289	15,818	13,158

RESPONSE

Stipulated as to average mean salaries.

Proposed Stipulation No. 98:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1979-80 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$21,516	$18,732	$15,715	$12,630
Delta State Univ.	23,041	18,624	16,469	13,901
Jackson State Univ.	21,903	20,446	17,236	14,060
Miss. State Univ.	28,966	20,914	17,537	13,076
Miss. Univ. for Women	22,171	17,945	16,431	14,015
Miss. Valley State Univ.	20,322	18,372	14,578	12,512
University of Miss.	28,593	22,238	17,525	12,357
University of So. Miss.	27,585	21,156	17,223	14,488

RESPONSE

Stipulated as to average mean salaries.

Proposed Stipulation No. 166:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1957-58 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$4,725	$3,645	$3,357	$3,068	$3,417*
Delta State College	5,842	4,991	4,586	4,105	4,887
Jackson State College	5,692	4,213	3,600	3,408	3,931
Miss. Southern College	5,971	4,924	4,913	3,537	4,637
Miss. State Coll. for Women	5,782	4,486	4,222	3,683	4,767
Miss. State Univ.	6,181	5,399	4,760	3,917	4,939
Miss. Vocational College	—	—	—	3,239	3,390*
University of Miss.	6,445	5,026	4,408	3,614	5,515

* Includes unranked teachers

RESPONSE

Stipulated.

Proposed Stipulation No. 167:

The following table accurately sets out the average mean salaries, by rank, for faculty members at each institution for the 1958-59 academic year:

Institution	Dep't Head	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A &M Coll.	–	$5,400	$4,338	$3,660	$3,326	$3,820
Delta State Coll.	6,469	6,175	5,590	5,155	4,557	5,547
Jackson State Coll.	–	6,920	4,980	4,335	4,170	4,888
Miss. Southern Coll.	6,959	6,207	5,467	4,683	3,800	5,196
Miss. State Coll. for Women	6,973	6,053	5,117	4,892	4,515	5,611
Miss. State Univ.	7,130	6,509	5,854	4,959	4,197	5,432
Miss. Vocational Coll.	–	6,166	4,364	3,556	3,390	3,955
University of Miss.	7,904	7,442	5,854	4,995	3,971	5,949

RESPONSE

Stipulated.

Proposed Stipulation No. 723:

The following accurately states, for fiscal years 1976 through 1981, the amount of Plan of Compliance funds requested by the Board of Trustees, the amount of Plan of Compliance funds appropriated by the State legislature, and other compliance-related appropriations:

	Plan of Compliance Budget Request	Plan of Compliance Appropriations	Compliance-Related Appropriations
FY 1976	$ 0	$ 0	$ 0
FY 1977	2,998,650	0	0
FY 1978	2,998,650	880,000	0
FY 1979	2,998,650	950,000	1,000,000*
FY 1980	1,266,372	775,000	0
FY 1981	775,000	775,000	30,000**

* NCATE accreditation for Alcorn and Mississippi Valley.

** UM Law Center compliance (*Robinson* v. *Williams* consent decree).

RESPONSE

Not stipulated. This alternative is proposed:

The following accurately states, for fiscal years 1976 through 1981, the amount of funds specifically requested by the Board of Trustees for direct funding of the Plan of the Plan of Compliance, the amount of such funds appropriated by the State Legislature, and other appropriations specifically earmarked for compliance-related activities:

	Plan of Compliance Budget Request	Plan of Compliance Appropriations	Compliance-Related Appropriations
FY 1976	$ 0	$ 0	$ 0
FY 1977	2,998,650	0	0
FY 1978	2,998,650	880,000	0
FY 1979	2,998,650	950,000	1,000,000*
FY 1980	1,266,372	775,000	0
FY 1981	775,000	775,000	30,000**

Throughout the period of implementation of the Plan of Compliance, the universities have been under a specific Board directive to implement the Plan to the best of their respective abilities with the resources available.

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* NCATE accreditation for Alcorn and Mississippi Valley.

** UM Law Center compliance (*Robinson* v. *Williams* consent decree).

BOARD'S EXHIBIT 001

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JACKSON, MISSISSIPPI 39205
(601) 982-6611

November 27, 1973

Mr. Peter Holmes, Director
Office for Civil Rights
Department of Health, Education, and Welfare
Washington, D. C. 20201

Dear Mr. Holmes:

On November 14, 1973, I received your letter of November 10, 1973, advising me that the Mississippi state system of higher education is not currently in compliance with Title VI of the Civil Rights Act of 1964. With deference, it is the position of the Board of Trustees of State Institutions of Higher Learning (hereafter identified as the Board) that the Mississippi system of higher education is in compliance with Title VI of the Civil Rights Act of 1964. However, we will submit amendments to our "Plan of Compliance," heretofore submitted on June 7, 1973.

This letter is an acknowledgment by the Board of contentions of your office that further affirmative action be taken by the Board and the various institutions under its

governance to eliminate the claimed vestiges of the prior existing dual system of higher education in the State of Mississippi.

Through previous statements and actions, the Board has committed itself to comply with Title VI of the Civil Rights Act of 1964. To reassure you in this matter, we plan the following procedure and timetable to further revise our "Plan of Compliance":

1. A representative planning committee has been appointed and charged with the responsibility to begin immediately to revise our "Plan of Compliance" into a plan acceptable to Director of the Office for Civil Rights. The membership list is attached.
2. The planning committee, through its Chairman, will make regularly reports to the Office for Civil Rights between now and February 12, 1974, the due date of our revised "Plan of Compliance", and will make plans for meeting with Director of Office for Civil Rights as early as possible after further efforts have been made to do that requested in the November 10, 1973, letter, and with belief that the end result will be an acceptable plan to all concerned.
3. The mission of the planning committee will include the following specific charges:
    a. Devise an acceptable compliance plan for all the institutions concurring in the June 7, 1973, submission of the "Plan of Compliance" of the Board.
    b. The Plan will show the anticipated results from each action contained in the Plan, particularly with regard to faculty employment and student enrollment.

c. Those persons responsible for the implementation of the Plan will be individually identified.

d. Projected costs and necessary appropriations from the Mississippi Legislature will be outlined.

e. A procedure will be established which will provide for semi-annual reports.

The chairman of the planning committee will communicate with you regularly so that you will be kept informed of developments.

Sincerely yours,

/s/ Thomas N. Turner

THOMAS N. TURNER
President

TNT:pa
Attachment

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

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Dr. Ernest A. Boykins*
President, Mississippi Valley State College

Dr. Aubrey K. Lucas
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Dr. William L. Giles
President, Mississippi State University

Dr. Porter L. Fortune, Jr.
Chancellor, University of Mississippi

Dr. William D. McCain
President, University of Southern Mississippi

Dr. John A. Peoples, Jr.*
President, Jackson State College

Dr. C. P. Hogarth
President, Mississippi State College for Women

Norman C. Nelson, M.D.
Vice Chancellor for Health Affairs and Dean of the School of Medicine
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Mr. Peter Stewart*
Director of Minority Student Affairs,
University Medical Center

Helen B. Barnes, M.D.*
Assistant Professor of Obstetrics and
Gynecology
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Senator James E. Bost
Chairman, Universities and Colleges
Committee
Mississippi Senate

Representative Horace Harned, Jr.
Chairman, Universities and Colleges
Committee
Mississippi House of Representatives

Dr. Garvin Johnston
State Superintendent of Education
Chairman of the Junior College
Commission
State of Mississippi

Dr. J. T. Hall
President, Mississippi Delta Junior
College
Chairman, Mississippi Junior College
Association

Mr. George Moody
Director, Division of Junior Colleges,
State Department of Education

Ex-officio Members — Mr. Thomas N. Turner
President, Board of Trustees of State
Institutions of Higher Learning

Ex-officio Members – Mr. Milton E. Brister
Vice President, Board of Trustees of
State Institutions of Higher Learning

Legal Counsel – Dr. M. M. Roberts
Attorney at Law
Hattiesburg, Mississippi

Honorable A. F. Summer
Attorney General
State of Mississippi

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* Members of the Committee who are of the Negro race.

BOARD'S EXHIBIT 020

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

1855 Eastover Drive
P.O. Box 2336
JACKSON, MISSISSIPPI 39205
(601) 982-6611

Office of the
Executive Secretary and Director

February 6, 1975

TO EXECUTIVE HEADS OF
STATE INSTITUTIONS OF
HIGHER LEARNING

Gentlemen:

The Board of Trustees of State Institutions of Higher Learning in regular meeting on September 19, 1974, instructed all institutions to implement the Plan of Compliance to the best of their abilities with the resources available.

In recent weeks there have been expressions of concern as to the interpretation of the commitments included in the Plan. Upon advice and counsel with Dr. Roberts and Mr. Noble and with the approval of the Board officers, we are identifying specifically some of the commitments made in the Plan of Compliance which relate to the questions put forth to this office. These commitments are as follows:

A. Official representatives of institutions are not to become directly involved with employers, schools, realtors, athletic officials, medical care providers, and all others who do not have a non-discriminatory policy regarding race, sex, religion and national origin. The following activities are contrary

to the Plan of Compliance adopted by the Board of Trustees of State Institutions of Higher Learning:

1. Recruiting of students is prohibited at schools that have not filed with the Board of Trustees of State Institutions of Higher Learning a non-discriminatory policy as to recruitment on their respective campuses.
2. Student teaching and other practicum assignments are to be made only with those schools and agencies that have a non-discriminatory policy.
3. Institutions should give close scrutiny to requests for the use of campus facilities by groups or individuals that maintain a policy of discrimination. In doing so, a review should be made as to whether or not that use will be on an exclusive or non-exclusive basis. Exclusive use is prohibited. Exclusive use is defined as the granting of permission to use campus facilities to the exclusion of other individuals or groups by one who has a discriminatory policy.
4. Official participation of university personnel in discriminatory conventions and meetings is contrary to the Plan of Compliance.
5. Direct and official assistance by the university to students and graduates in employment placement with employers not committed to non-discrimination is prohibited by the Plan of Compliance.

B. The Plan of Compliance identifies commitments pertaining to employment and promotions of uni-

versity personnel. These commitments are identified on pages 12-17 in the Plan. Pay careful attention to these commitments.

Should you have specific questions as to the intent of the Plan of Compliance, do not hesitate to call them to the attention of this office.

Sincerely yours,

/s/ E. E. Thrash

E. E. THRASH
Executive Secretary and Director

EET:pa

cc: Dr. M. M. Roberts
Mr. Ed Noble, Jr.
Members of the Board of Trustees of
State Institutions of Higher Learning

BOARD'S EXHIBIT 105

UNIVERSITY OF MISSISSIPPI
TWELFTH REPORT
TO THE
PLAN OF COMPLIANCE
TO TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
APPROVED BY THE
BOARD OF TRUSTEES OF STATE INSTITUTIONS
OF HIGHER LEARNING
1985-1986

UNIVERSITY OF MISSISSIPPI
UNIVERSITY, MISSISSIPPI
SEPTEMBER, 1986

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INTRODUCTION

This document contains the twelfth annual report of the University of Mississippi's degree of implementation of its portion of the State of Mississippi Plan of Compliance to Title VI of the Civil Rights Act of 1964. The Plan of Compliance is designed to improve educational opportunities for all citizens of the State of Mississippi with particular emphasis on equal access and retention of members of minority races. This twelfth report describes the efforts by the University of Mississippi during the 1985-1986 fiscal year to implement its responsibilities under the Plan of Compliance.

REPORTS ON "OTHER RACE" STUDENT RECRUITMENT, ADMISSION, RETENTION, AND GRADUATION, 1985-86

Enrollment

Total Fall enrollment increased from 8,715 to 9,004. There was a slight decline in black student enrollment from 554 to 547, with the percentage of black students enrolled slipping from 6.4 percent to 6.09 percent. New freshmen black enrollment was up 45.8 or 27 students, however. Enrollment statistics for the 1985-86 school year are presented in Table I. The percentage of black students enrolled ranged from 6.88 to 9.79 over the four enrollment periods with a weighted average of 6.91 percent for the entire year.

Table II depicts dismissal by race for all enrollment periods. The percentages of black students appearing on the dismissal list at the end of a semester are usually slightly higher than for University students in general. The Committee on Admissions, as a matter of routine procedure, reviews dismissals and considers such factors as the lack of educational opportunity when readmitting students on probation. First-time petitioners are normally

TABLE I

ENROLLMENT BY RACE, FIRST TERM 1985, THROUGH SPRING SEMESTER 1986
UNIVERSITY OF MISSISSIPPI, OXFORD CAMPUS•

RACE	1st Summer Term 1985		2nd Summer Term 1985		Fall Semester 1985		Spring Semester 1986	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
American Indian	4	.13	4	.18	11	.12	8	.10
Black	292	9.70	207	9.79	547	6.08	514	6.09
Asian/Pacific Islander	19	.63	18	.85	45	.50	43	.51
Hispanic	10	.33	5	.24	20	.22	18	.21
White/Non-Hispanic	2460	81.67	1709	80.85	7950	88.29	7400	87.74
Others*	227	7.54	171	8.09	431	4.79	451	5.35
TOTALS	3012	100.00	2114	100.00	9004	100.00	8434	100.00

* Includes Non-Citizens and those who chose not to reveal race.

TABLE II

DISMISSAL BY RACE, 1985-86 ACADEMIC YEAR
UNIVERSITY OF MISSISSIPPI, OXFORD CAMPUS•

RACE	Combined 1985 Summer Session		1st Semester 1985-86		2nd Semester 1985-86		Total Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
American Indian	0	0	0	0	1	.17	1	.08
Black	35	22.58	70	12.85	64	10.74	169	13.04
Asian/Pacific Islander	3	1.94	6	1.10	7	1.17	16	1.23
Hispanic	0	0	1	.18	2	.34	3	.23
White/Non-Hispanic	117	75.48	468	85.87	522	87.58	1107	85.42
TOTALS	155	100.00	545	100.00	596	100.00	1296	100.00

readmitted and given a second chance. The readmission policy gives students whose educational preparation is not particularly strong an opportunity to continue their education.

Recruitment

A "total marketing" concept is utilized in recruiting students at the University of Mississippi, with all segments of the University's market being recruited in basically the same fashion. However, special programs are attempted which have been designed to appeal to "other race" students.

The basic procedures used by recruiting teams in official visits to junior colleges, public secondary institutions, and those private schools that have signed an agreement with the Board of Trustees of State Institutions of Higher Learning permitting visits by multi-racial teams for the purpose of recruiting are threefold. Early in the Fall a courtesy visit is made by a regional recruiter to the school counselor and/or admissions office. At that time, the University recruiter sets an official date to return to talk to students. The second visit is made, meeting with students and providing admissions, financial aid, housing, and other information about the University. In the Spring, a follow-up visit is made to each school to answer questions for students who have applied for admission and to recruit students who are still undecided about college choice. (See Appendix A for a list of schools visited to recruit students.)

The efforts for minority recruitment within the basic framework are many and diverse. One full-time admissions counselor and one half-time position are specifically designated for minority recruitment. The function of these positions is to cover schools statewide as well as to develop

alumni assistance for recruiting. In addition to divert responsibility for recruiting "other race" students, the minority admissions counselors are assigned special projects and are the resource persons for attracting "other race" candidates for admission.

Special efforts are utilized in the recruitment of minority students. There is a minority brochure with mailback card which is distributed to all minority contacts. When the mailback card is received, there is immediate follow-up. (A copy of the brochure is Appendix B.)

During the month of February, a Leadership Conference is held to coincide with Black History Month. Approximately 125 minority students are invited to attend classes, participate in seminars, and be introduced to campus life. (A copy of the brochure is Appendix C.)

Special attention is given to correspondence. Birthday letters, Christmas cards, and graduation cards are sent in addition to regular mailings from the Pre-Admissions Office.

The Law School operates a comprehensive minority student recruiting program under the supervision of Assistant to the Dean, Mr. Johnny Parker. Student/faculty teams visit each undergraduate campus in Mississippi during the Fall Semester. Minority pre-law students are identified and interviewed. Their names are added to the Law School recruitment mailing list to receive all recruiting information.

Early in the Fall Semester, a Minority Recruitment Conference is held at the Law School. Minority pre-law students and pre-law advisors from Mississippi colleges are invited. Approximately 100 minority pre-law students attend these two-day programs each year and are provided intensive counseling in admissions procedures, test taking, and study routines. They also receive information about financial aid and how to submit applications.

One special program for minorities addresses the problem of increasing minority representation in the health professions. The University of Mississippi has been successful in launching a program designed to identify promising students from minority and economically disadvantaged backgrounds and acquaint them with the opportunities for health related careers. The program includes special counseling, academic assistance, and stipends for an eight-week program operated during the summer. Special tours and seminars are a part of the program. The program is designed to provide supportive services to insure that these students have an optimal chance for succeeding in courses of study leading to health professions. (A copy of the brochure is Appendix D.)

Admissions

During 1985-86, the University required, as stipulated by the Board of Trustees of State Institutions of Higher Learning, an American College Test (ACT) Composite Score of 15 for admission at the freshman level. The Scholastic Aptitude Test (SAT) of the College Entrance Board could be substituted for nonresident applicants. In addition, the University required a minimum of 15 high school units, with at least three units of high school English, two units of math, and two units of social studies. To accommodate talented or "high risk" students, the Board of Trustees allowed a number equal to 5 percent of the previous year's freshman class to be admitted to the University on probation with ACT composite scores of 9 to 14. The University normally admits approximately 100 such students and provides special counseling and follow-up to assist them in achieving college success. These students receive tutoring, counseling, and other special help. They are expected to carry a full course load (twelve

semester hours during a regular semester) and to maintain a minimum grade-point average of 2.00 (C) during the first semester. Probationary conditions are then suspended, but future progress continues to be monitored and further assistance provided. Admissions standards have been raised for the 1986-87 school year, but we will retain the "exception" for talented or high risk students described above.

Graduation

Tables III, IV, and V indicate graduation by race. It is evident from these tables that black students have a positive persistence rate and graduate in numbers that reflect overall enrollment percentages. It should be noted that these data are organized by race and sex in order to depict comparison with other students graduating during the same period.

TABLE III
UNIVERSITY OF MISSISSIPPI
GRADUATION BY RACE, 1985-86
BACHELOR DEGREES
(All Degrees Conferred Between July, 1985, and June 30, 1986)

Race	Men	Women	Total	Percentage of Total
(1)	(2)	(3)	(4)	(5)
Nonresident Alien	13	5	18	.126
Black	30	41	71	4.97
American Indian	1	0	1	.07
Hispanic	3	2	5	.35
White/Non-Hispanic ...	685	639	1324	95.58
Asian/Pacific Islander ..	8	3	11	.77
TOTALS ALL GRADUATES	740	690	1430	100.00

TABLE IV
UNIVERSITY OF MISSISSIPPI
GRADUATION BY RACE, 1985-86
MASTERS/DOCTORAL DEGREES
(All Degrees Conferred Between July, 1985, and June 30, 1986)

Race	Men	Women	Total	Percentage of Total
(1)	(2)	(3)	(4)	(5)
Nonresident Alien	38	8	46	12.27
Black	11	15	26	6.93
American Indian	0	0	0	0
Hispanic	1	2	3	.80
White/Non-Hispanic ...	140	152	292	17.87
Asian/Pacific Islander ..	4	4	8	2.13
TOTALS ALL GRADUATES	194	181	375	100.00

TABLE V
UNIVERSITY OF MISSISSIPPI
GRADUATION BY RACE, 1985-86
BACHELOR DEGREES
(All Degrees Conferred Between July, 1985, and June 30, 1986)

Race	Men	Women	Total	Percentage of Total
(1)	(2)	(3)	(4)	(5)
Nonresident Alien	0	0	0	0
Black	4	2	6	4.17
American Indian	0	0	0	0
Asian/Pacific Islander ..	0	0	0	0
Hispanic	0	0	0	0
White/Non-Hispanic ...	103	35	138	95.83
TOTALS ALL GRADUATES	107	37	144	100.00

Counseling Minority Students

The Student Counseling Center. The Student Counseling Center, a part of the Student Development Center, provides evaluations of and assistance to all students and makes a special effort to assist minority students. The Student Counseling Center offers its services to all students without regard to race, color, creed or national origin to aid them in their transition from high school or another college to the University of Mississippi.

During the summer prior to enrollment many new students attend one of six weekly Counseling/Pre-Registration Conferences. During this conference, minority campus leaders are represented in student-led groups whose purpose is to involve new minority students in extracurricular activities. Students are given the opportunity to learn about several of the special programs offered by the University such as the Student Counseling Center, the Learning Development Center, and the Financial Aid Office. An individual counseling session of approximately 30 minutes gives each student a one-to-one relationship with a counselor.

If a student does not attend one of the summer conferences, he or she is provided an opportunity to participate in Fall Orientation. This program is open to all students, but some minority students are used as small-group leaders with the expressed mission of seeking out other minority students to assist.

The Counseling Center offers a testing program which includes aptitude, ability, interests, reading, and personality tests to identify those areas where assistance is needed. Difficulties may also be discovered or anticipated through a student's self-respect or self-assessment, ACT scores, and academic background (as demonstrated by

high school or college transcripts). In the same manner, a student's strengths and talents may also be identified.

Academic counseling and referral are also available. A student may be asked to see a counselor at the Student Counseling Center weekly to report on progress and to have notes, homework, and returned tests evaluated. These professionals are readily available to discuss the special needs of minority students and to consult with staff members of the Student Counseling Center. When serious difficulties exist, Counseling Center personnel work with the student's teacher(s) and dean to secure the most advantageous scheduling, special assistance, awareness of special problems, special schedules, etc.

All students admitted on probation are assigned to staff members of the Student Counseling Center for academic advising. Several students in this high-risk group are minority students and are given special assistance.

A course designed to assist the beginning student is Effective Study 101, a study skills course, taught through the School of Education. The course is open during the Fall term to students scoring below 20 on the ACT. The classes are small, and each student meets with his or her instructor on an individual basis at various intervals during the term in addition to the regularly scheduled class. The class emphasizes such skills as note-taking, test-taking, and time management.

The Counseling Center employs a minority professional as Associate Director of Student Development. The responsibilities of this professional include counseling and academic advising. The MENTOR Program is designed to foster positive interaction among faculty members and minority students. The PEER Counseling Program is designed to foster interaction among freshmen and upperclassmen while focusing on adjustment and retention of students. Both programs are jointly coordinated by the

Director of Student Development and the Associate Director of Student Development.

The Department of Career Services and Placement, which is a division of the Student Development Center, provides career and job placement assistance to minority students. Students receive assistance in resume preparation and interview techniques as well as assistance in locating job contacts and taking part in the University's on-campus recruiting program.

A special effort is made to hire minority professionals in the Department of Student Development. These role models provide security for minority students and communicate to them that the Department is accessible and interested in them.

The Learning Development Center (LDC). The LDC was organized to help students who have difficulty with the basic skills. Although not officially described as being intended for minority students, the Center has nevertheless been structured to give aid in those areas of academic deficiency most common among the socially and culturally deprived who, in Mississippi, are often minority-race students. Periodic sampling indicates approximately one-half of the LDC clients are black students.

In order to assure that a larger percentage of students who are admitted to the University with less than adequate preparation have a better chance of completing their degree programs, extensive academic assistance is provided students through the LDC.

The Center, housed in the general library for easy access to media devices and other learning materials, has a black director, a black counselor, and a black secretary. Largely on a one-to-one basis, advanced graduate students of both races assist students who are referred to the Center for help or who voluntarily seek its services. (See LDC Brochure, Appendix E.)

In recent years students not meeting the ACT composite score requirement of 15 who enter under the 5 percent rule have been designated as a special "Target Group." Although any University of Mississippi student may be served in the Learning Development Center, the Target Group of approximately 100 students receives first preference.

Development courses in English and math are not required for all entering freshman students who score below 12 on the ACT English and/or math sections. These courses, English 100 and Math 100, were offered by the Departments of English and Mathematics in the College of Liberal Arts for the first time during the Fall Semester, 1980; Reading 100 was added in the Fall of 1981. The Learning Development Center provides complementary services for these new development courses. The LDC served approximately 192 minority or Black students during the 1985-86 school year.

The Law School Tutorial Assistance Program. This Program provides the vehicle for both student counseling and academic assistance. The Assistant to the Dean, Mr. Johnny Parker, has personal contact with every minority applicant in the recruitment process. He therefore has a personal relationship when the recruits become students in the law school. He serves ex officio on the Admission Committee and has access to information in each student's admission file. Using this information and his personal contact, Mr. Parker effectively counsels each student regarding financial, academic, or personal matters. First year students are offered tutorial assistance to help them adjust to law studies. Upperclass minority students serve as tutors and counselors and are compensated by the law school. The tutors not only provide academic assistance but also counsel students on study methods, writing skills, exam writing techniques, and personal matters. Informa-

tion describing this program is sent to all minority applicants and provided to incoming students.

REPORTS ON NONDISCRIMINATORY PRACTICES

Student Teaching and Other Practicum Assignments

The University offers a wide variety of practicum assignments. These assignments are conducted though selected public schools and state agencies. In the Teacher Education program students participate in two types of field experiences – pre-teaching and internship/student teaching. The Director of Field and Laboratory Experiences is responsible for coordinating the field experience assignments and annually forwards to the appropriate University official a written statement of nondiscrimination for the cooperating agencies.

During the 1985-1986 academic year in the pre-teaching experiences there were 8 black teacher aide/observers out of a total of 141 University students and 22 black and 2 "other" classroom supervisors out of a total of 105 teachers. Also, there were 3 black and one other race intern/student teacher out of a total of 160 University students and 18 black cooperating teachers out of a total of 139. Black teachers supervise both white and minority race students in both types of experiences.

1985-86 FIELD EXPERIENCES

PRE-TEACHING EXPERIENCES

	Total	*Black*	*Other*
Teacher aides/Observers ..	141	8	0
Classroom supervisors	105	22	2
TOTAL	246	30	2

INTERNSHIP/STUDENT TEACHING EXPERIENCES

	Total	*Black*	*Other*
Interns/Student teachers ..	160	3	1
Cooperating teachers	139	18	0
TOTAL	299	21	1

Intramural and Intercollegiate Athletics

The Intramural-Recreation Services, a component of the Division of Student Affairs, continues to provide services for the University Community without regard to race, color, creed, sex, or national origin. Teams participating in intramurals may be composed of all-whites, all-blacks, a mixture of the two, and various combinations of international students. There are programs for all-male teams, all-female teams, and teams composed of both males and females. The same situation exists in the individual and dual competition.

Continuing efforts are made in all phases of the athletic program to insure that the University adheres to the affirmative action Plan of Compliance.

Any time there is an opening in the department, affirmative action guidelines are followed. Employment decisions are made based on qualifications necessary for the job regardless of race, color, creed, or national origin. The following black professionals are employed by the Department of Intercollegiate Athletics:

Peggie Gillom, Assistant Women's Basketball Coach
James T. Thomas, Assistant Football Coach
Wendell Hudson, Assistant Basketball Coach
Joe Proctor, Assistant Basketball Coach
Dr. Kenneth D. Gibson, Head Track Coach

The Ole Miss Department of Intercollegiate Athletics maintains a recruiting program which has continuity in all

phases of the program and which is aimed at signing the best student-athletes available. The following is a breakdown of the black student-athletes who signed with the University of Mississippi for 1985-86. These figures in no way reflect the number of scholarships that were actually offered to black student-athletes.

	Men's Football	*Men's Basketball*	*Women's Track*	*Baseball*	*Women's Volleyball*	*Track*
1985-86	9	3	4	5	0	4

Student Financial Assistance

The student financial assistance program is administered without regard to race, color, creed, sex, or national origin. The University makes no attempt to determine race in advance of awards; afterwards, for purposes of reporting, breakdowns are made to indicate the amount of money awarded to all minority students.

During the current academic year, which may be taken as typical, University-administered financial aid to students totaled approximately $12,540,823. That total includes federal and non-federal fund, but excludes certain scholarships which are administered by bodies external to the University. Of the total, $2,088,153 was awarded to black students. Thus black students, who comprised approximately 6.07 percent of the student body, received 16.65 percent of all University administered or University controlled funds available for financial assistance. The following breakdown gives additional details:

Program	*Approximate Funds Available*	*Percent Awarded to Black Students*
PELL Grants	$2,369,334	23% ($542,438)
National Direct Student Loan	981,865	18% (176,722)
Supplementary Opportunity Grants	65,979	29% ($ 19,229)
College Work Study	438,922	36%($159,025)
Guaranteed Student Loans	4,037,584	14% ($566,56)
"University Scholarships	4,011,216	14% ($553,232)
Other Loans	635,926	11% ($ 70,941)

It should be noted that, of the above funds, the National Direct Student Loan and the Guaranteed Student Loan awards require repayment; other awards do not.

The University hopes to receive increased federal funds for financial aid and is actively pursuing additional funds for scholarships through alumni giving, the University Foundation, the Major Gifts Campaign, and other programs. Black students will continue to participate in any additional financial aid which can be obtained.

Student Employment and Student Placement for Employment After Graduation

Part-time student employment at the University of Mississippi is of three types: College Work-Study, a program of the Student Financial Aid Office; Job Location and Development Office, a program of the Career Services and Placement Office; and employment through the University Personnel Office Division of Student Employment. The first type of employment is based upon the establishment of financial needs; the latter two match students with particular talents to the needs of University units or to openings in Oxford which have been listed with the respective offices.

A review of student employment through June, 1986, at the University reveals that of 2,556 students employed during the 1985-86 school year, 2,053 were white, 365 were black, 121 were Asian or Pacific Islanders, and 17 were Hispanic.

The University of Mississippi Career Services and Placement Office has the responsibility to provide students with opportunities to engage in meaningful activities related to: (1) career orientation, (2) career exploration, (3) career assessment, (4) career development, and (5) career placement.

The University has a responsibility to help students understand how tne educational process can be utilized and transferred to the types of activities they might undertake for the rest of their lives. The role of career planning and placement is that of a bridge between the student, the academic process, and the world of work.

A basic assumption underlying the functions of the Office of Career Services and Placement is that the choice of a career is a vital part of the individual's total development as a person. Career orientation, development, and decisions are related to a significant part of every student's academic experience. Satisfactory career placement is the ultimate goal of services provided in a development career planning program.

The complexities of the decisions require that the University of Mississippi assume some responsibility for assisting students in coping with these vital concerns. If they are to make sound educational and career choices, students must be contacted early in the educational process and provided with as much information as possible about the academic requirements relevant to their aspirations for the world of work.

Career planning and placement professionals serve as a link between the campus and the outside world. They

market students to employers and at the same time market the institutions. They also should be concerned with marketing the outside world back into the academic process.

The Career Services and Placement Office is in a unique position to coordinate, collect, and disseminate information relative to this vital concern. The staff of this office has the established contacts with potential employers, as well as the opportunity for access to the faulty, student services staff, and students in need of this service and information.

Student Health Care

The Student Health Service of the University of Mississippi provides general medical care, both outpatient and inpatient, to eligible students regardless of race, sex, creed, or national origin. All areas of general practice are provided including gynecological services.

Hospital patients are assigned rooms by sex, but no discrimination is made as to race, color, creed, or national origin.

The Student Health Service does not discriminate in the hiring of employees. Wages are paid as set forth by the University Personnel Office.

Extracurricular Activities

The University's efforts in ensuring involvement of black students in all extracurricular activities are coordinated by the Vice Chancellor for Student Affairs.

The general mission of the Division of Student Affairs is holistic in scope and is structured to provide the best possible educational and human development experience outside the classroom for the students of the University of Mississippi. The scope of the responsibilities relative to this coordination are manifold and broad. Responsibilities

are designed to meet several objectives: (1) to attract superior minority students, (2) to provide intercultural programs and activities, (3) to keep minority students aware of and involved in available University programs and services, (4) to improve the social life of minority students, (5) to provide orientation programs for minority students, (6) to provide cultural enrichment programs for minority students, and (7) to counsel with individual students and student organizations.

The Division of Student Affairs conducts workshops and orientation sessions designed to keep minority students abreast of University policy regarding their total non-academic experience. They include such significant areas as financial aid, academic advising, career orientation, development and assessment, placement registration, and qualifications for membership in honoraries. This year a special conference, "Black Students on White Campuses," provided considerable assistance to new minority students in adapting to their new academic environment. Resource personnel in various areas were utilized to assist with the presentations and programs. An enhancement of communication with our minority students resulted.

The Vice Chancellor for Student Affairs serves as chair of the Chancellor's Advisory Committee on Black Student Concerns. The Committee, in addition to serving as a sounding board for minority student concerns, continues to monitor the progress of the University's affirmative action procedures regarding employment of minority staff and faculty and the allocation of financial aid for minority students. Dialogue and open communication are encouraged.

Minority students are well represented in the Associated Student Body, the Association for Women Students, the University of Mississippi Student Programming Board,

and the Residence Hall Association. Black Greek organizations have been merged with the Panhellenic and Interfraternity Council. Continued emphasis is being placed on improving rush policies, pledge programs, and academic achievement. Minority students have input into selection and implementation of programs in each of the areas previously mentioned.

The Division of Student Affairs continues to identify and secure the help of former black graduates in improving participating of black students in the various programs and activities of the University. Black alumni are being utilized to:

1. Increase understanding and improve involvement of blacks in campus activities.
2. Set up a cooperative program so that students can benefit from their professional know-how and contacts.
3. Maintain a direct relationship with the current Black Student Union.
4. Counsel and advise students and serve as role models.
5. Promote and inspire academic achievement.
6. Serve as a recruiting tool for the University.
7. Serve as resource persons for career alumni networks.
8. Serve as a source of revenue and support for the Campaign for Ole Miss.

The University is committed to attracting and retaining superior minority students and has continued to expand and improve existing programs designed to enhance student life for the minority student. Special efforts, in cooperation with the alumni office, are initiated annually to enhance minority recruitment and support efforts. The University of Mississippi is fortunate in that positive

dialogue is exchanged among our administration, faculty, staff, and students. A concerted effort is made at all levels to develop among minority students a sense of awareness and pride.

The underlying philosophy that permeates the overall mission of the Division of Student Affairs at Ole Miss is that each student has "uniqueness" and individual "worth and dignity." Communication is the key to developing a caring attitude. The Division of Student Affairs realizes that if students can adapt and "fit" into the social and academic mainstream of the University, their chances of a successful college career are substantially increased.

PERSONNEL EMPLOYMENT, TRAINING, AND PROMOTION

"Other Race" Employment in Managerial, Professional, and Technical Positions

The table below shows the employment of minority and black personnel by designated categories as reported in February 1985.

Minority Employment

	Total Minorities	Black
Managerial	5	5
Professional	22	22
Faculty	22	11
Technical	5	5
TOTALS	54	43

Special Efforts to Employ, Train, and Promote "Other Race" Persons

Minority faculty and staff who move into the area continue to receive priority in housing assignments. This policy has proven to be a valuable asset in the recruitment of minority faculty in particular.

Revisions in the University's Affirmative Action Program are made annually. (See Appendix F.)

In July 1986 the Office of Affirmative Action provided an equal employment/affirmative action orientation program for administrative and supervising personnel. The program is designed to:

1. Provide those persons who make employment decisions and those in charge of supervision and evaluation of employees with relevant information regarding their equal employment opportunity responsibilities.
2. Reinforce policies and procedures outlined in the University's Affirmative Action Plan.
3. Assist in improving the lines of communication between administrators, supervisors, and the general work force.
4. Assist in creating a more positive atmosphere where harmonious working relationships exist among all members of the work force. (See Appendix G.)

The Minority Faculty Recruitment Committee funded a number of programs during 1985-86 aimed at recruiting and retaining "other race" faculty.

1. *Dissertation Awards*: The Committee funded over $17,000 in dissertation awards to untenured minority faculty in the process of completing their dissertations. Faculty in six departments received summer dissertation research awards (Art, Economics, Journalism, Mechanical Engineering, Political Science, Social Work). Three of the award receipients received their doctorates and assumed tenure track positions within the University.
2. *Research Awards*: The Committee funded over $17,000 in minority faculty research awards to untenured faculty in regular tenure track positions,

allowing them to pursue summer research projects. Five awards were granted (one each in Art, English, Political Science, and two in Sociology).

3. *Supplemental Funding*: The Committee provided $2,000 supplemental funding to the Department of Economics to assist in recruiting a minority faculty member.
4. *Distinguished Black Lectureships*: The Committee conducted a University-wide search for black academicians with distinguished records of teaching and scholarly/creative activity. Over $47,000 was expended in the search and for salaries and fringe benefits. Two full-time Distinguished Black Lecturers were appointed in the Departments of Journalism and Art for the Spring Semester. In addition, the Committee funded one full-time summer position in the Department of Curriculum and Instruction for a faculty member from an historically black institution within Mississippi.
5. *Black Scholars*: Over $20,000 was funded for Visiting Black Scholars at the University of Mississippi. Seven thousand dollars were dispersed for individual scholars spending from 3-5 days within a sponsoring department. Five Departments sponsored such visits (Art, Medicinal Chemistry, Modern Languages, Music, Theatre Arts). Over $13,000 was expended by the Committee for conferences which brought numerous distinguished black scholars to campus. Funded activities included the Richard Wright Symposium, the Conference on Black Mississippians, and the Symposium on Mutli-Cultural Education.

Recruitment of Graduate Assistants

In processing applications for admission to the Graduate School, academic departments and the Graduate School Office attempt to identify minority race applicants in order that special attention might be given to those with regard to financial assistance in the form of Graduate Assistantships and University Non-Service Fellowships.

Graduate School faculty representatives regularly visit traditionally black schools in the region and attend special graduate and professional school career days in an attempt to provide information on University of Mississippi graduate degree programs and opportunities for financial assistance at this institution. In addition, on visits to all regional institutions, Graduate School faculty representatives attempt to identify prospective black graduate students.

The Graduate School subscribes to the GRE Minority Locater Service. In addition to making available to the various departments the profiles of all minority students who have expressed interest in graduate study in the disciplines offered at the University of Mississippi, the Graduate School corresponds directly with students identified by this service. Departments follow up with contacts to those prospective students whose qualifications suggest eligibility for admission under departmental academic recruitments.

For the academic year 1985-86, eighteen (18) Non-Service Fellowships were awarded by the Graduate School to black students. An additional seven (7) fellowships were awarded during the 1985 Summer Session.

Faculty Exchange

There is no faculty exchange arrange between "other race" institutions and the University of Mississippi.

Assistance in Upgrading Credentials

With regard to efforts to assist minority employees to upgrade their credentials, such personnel are urged to take advantage of a staff benefit whereby employees may take two courses, with up to seven hours of credit, each semester at University expense. During the past year 20 minority employees have taken advantage of this opportunity, enrolling in a total of 49 courses over two semesters.

In addition, minority employees are assisted in upgrading their credentials through on-the-job training programs. Ten such programs were active this year involving 14 minority employees. The programs involve release time to improve reading skills with the Oxford Literary Program, training in the use of state-of-the-art word processors and microcomputers, opportunities to attend conferences, and cross-training for other jobs. As a result of this training, 3 minority employees were promoted to higher level jobs and one was able to obtain a much better position outside the University. One professional minority employee has been given a leave of absence next year to complete his LL.M. degree.

One of the Air Force ROTC minority staff members, TSSG Taylor is planning to get a commission through AFROTC. The department has given him time to take classes so he may enroll in the two-year program this January.

To aid Assistant Professor Maryemma Graham in increasing her publications and therefore her chances for tenure, and eventually promotion, the University gave her a full-time graduate assistant for 1985-86 and has assigned her a half-time assistant for the coming year.

Ms. Angela McLain is an incumbent minority faculty member in the Department of Economics and Finance. To

assist her in completing her requirements for a Ph.D. in Finance, she has been given, for the first two years of employment at the University, a six-semester-hour teaching load with two preparations; summer research grants for two summers; no committee assignments; access to computer and library facilities; and a graduate assistant.

The efforts reported last year to assist Mr. Johnny Parker in entering an LL.M. program were successful. He will enter that program at Columbia University in the Fall of 1986. Mr. Parker will continue as Assistant to the Dean. He will be on leave during the school year but will work in recruitment and minority programs the remainder of the year.

Two black secretaries in the Department of Chemistry have been trained in the use of microcomputers for office work and data management.

Dr. Gemma Beckley in the Department of Social Work was allowed to take leave for two academic years to take the required course work for her doctoral degree in Social Work at Columbia University. She was also allowed another leave for a semester while she was gathering the data for her dissertation. Dr. Beckley was awarded special funding by the University for two summers to help her complete the dissertation and receive the doctoral degree.

During the last three years the University has provided Ed Welch with $6,000, $6,000, and $3,500 for completion of his Ph.D.

A special training effort to assist an incumbent minority person in the School of Pharmacy, Mr. Harvey Lynch, was undertaken over a period of time by Dr. Henry B. Pace, his supervisor. Mr. Lynch was hired in the Research Institute of Pharmaceutical Sciences as an Animal Caretaker, but after on-the-job training, Mr. Lynch was promoted to Animal Handler.

Acting Assistant Professor Betty Crouther received a Minority Faculty Recruitment Committee (MFRC) Dissertation Research Award during July/August of 1985 to assist her in completing a dissertation for the Ph.D. in Art History at the University of Missouri. Dr. Crouther received the degree in December. Effective January 1, 1986, with a supportive recommendation from the University of Mississippi Art Department, Dr. Crouther received the J. Paul Getty Postdoctoral Fellowship at Stanford University for 1986-87. The Minority Faculty Recruitment Committee has provided Dr. Crouther with a Research Award for the Summer of 1986 to assist her with the preparation of her publications.

Distinguished Professorships

Dr. Edith Smith, a Black female professor from Alcorn State University, served as a visiting professor the first Summer Session, 1986. She served as the instructor for EDUC 333/555, "Selected Topics in Education: Multicultural Studies-Ethnic Studies in a Variety of Cultures."

During the past year the Department of Medicinal Chemistry invited one of the world's leading organic chemists to visit the department for one week. Dr. Bart Fraser-Reid, James B. Duke Professor of Chemistry at Duke University, visited the department March 2-7, 1986, to present a major research seminar and to present lectures on asymmetric organic synthesis to Dr. Sinclair's class on Special Topics (MEDC 610). All minority institutions in a four-state region were sent invitations to attend this seminar. Dr. Reid's visit will have a long-range impact on research in the Department.

The Chancellor's Symposium on Southern History dealt with the Civil Rights Movement. Three of the featured speakers were Black. They were David Levering Lewis of

Howard University (now of Rutgers University), Clayborne Carson of Stanford University, and Charles V. Hamilton of Columbia University.

Distinguished professor of violin, Sylvia Gholson from the University of Cincinnati, was brought to the Ole Miss campus this past spring semester for a one-week residency. Mrs. Gholson taught string pedagogy and applied string lessons to our music majors and also taught in the Ole Miss String Project, instructing in the Suzuki violin method. She performed a solo recital and also coached the University Orchestra. The week's residency was very successful.

Ms. Doris Saunders, Professor and Coordinator of Print Journalism, Jackson State University, taught in the Department of Journalism during the spring semester of 1985-86.

Dr. Althea Bulls Williams was Distinguished Black Lecturer for Spring 1986 in the Department of Art. Dr. Williams, previously on the faculties of Tuskegee, Delaware, and Oregon, and former Director of Education at the Oakland Museum in California, conducted seminars for senior and graduate students and taught a course on Museum Education. In addition, Dr. Williams assisted with the docent program at the University Museums and gave several public lecturers and seminars for other groups on campus, in the community, and at the Jackson and Laurel Museums.

Visiting artists in the Department of Arts were Yvonne and Curtis Tucker who conducted a ceramic workshop with public lecturers June 23-27. Funded by the Minority Faculty Recruitment Committee, Professor Yvonne Tucker, Associate Professor at Florida A & M University in Tallahassee, and Curtis Tucker, independent artist and member of the Tallahassee Arts Council, met with repre--

sentatives of the Yoknapatawpha Arts Council and the Department of Afro-American Studies as well as with University students and interested community participants.

A one-man exhibition in the Fine Arts Center gallery was held by Professor Cook of Jackson State, whose exhibit and reception coincided with Black History Week.

This year the Department of Modern Languages was very fortunate in having Professor Barbara C. Dease of the Department of Modern Languages and English at Jackson State University as a Visiting Black Lecturer for several days this spring. Professor Dease gave one formal lecture, one less formal lecture as part of a Brown Bag presentation on Afro-French literature at the Sarah Isom Center for Women's Studies, and also several informal presentations in classes within the Department of Modern Languages.

COOPERATIVE PROGRAMS

During the 1985-86 academic year, Major Sam Evans, Professor of Aerospace Studies at Mississippi Valley State University, addressed the University of Mississippi Air Force ROTC Leadership Laboratory. In turn, Colonel Robertson and Major Moran have both addressed the ROTC classes at Valley.

During the past two academic years, Ole Miss Air Force ROTC has hosted two Air Force Junior ROTC (High School) Field Days. Mississippi Valley Air Force ROTC assisted the University both times, sending four faculty members (two each year) and approximately ten students (five each year). Also, both schools have formal Dining-Outs to culminate the school year, and each school is represented at the other school's affair. This past year, one Ole Miss Air Force ROTC faculty member and two

students attended the Valley Dining-Out, while two faculty members and two students from Valley came to the University's. In the past, Ole Miss Air Force ROTC has also played Valley in basketball, alternating campuses each year

Integral to showing students the "Real Air Force" is the Base Visit Program, where students are transported to a base for a weekend, housed in government quarters, and shown the base and its mission. The University reciprocates on these trips with Valley. Last fall, Ole Miss made a trip to Tyndall Air Force Base, FL. In all, approximately thirty-five students (twelve from Valley) and two faculty members (one from Valley) went on this trip.

Janet St. Lawrence of the Department of Psychology participated in a symposium at the meeting of the African Studies Association in New Orleans in Fall, 1985. Three Jackson State Professors were coparticipants.

D . Stan O'Dell of the Department of Psychology is a participant this summer in Jackson State's Fullbright-Hayes Kenya Project.

Representatives of Alcorn State University, Mississippi Valley State University, Tougaloo College, and Jackson State University serve on the Mississippi Council of Biology Chairmen. This active group was initiated several years ago by the Chairman at Mississippi State University and Ed Keiser, Chairman at Ole Miss. The group meets twice yearly at various colleges in the state to discuss problems related to administering biology departments. Agenda items in the past have included recruitment and retainment of minority faculty and students.

Dr. Fred Laurenzo of the Department of History met with students and faculty at Rust College, Tougaloo College, and Jackson State University for the purpose of strengthening the relationship between the University of Mississippi and these institutions.

Faculty exchange arrangements took place between the Departments of Music at Mississippi Valley State University and Ole Miss. Dr. Don Lewis, trombone instructor, performed in recital with Dr. Patrick Houlihan, music professor at Mississippi Valley State University. Dr. Lewis and Dr. Houlihan maintain communication whereby Dr. Houlihan composes music for computer and trombone and this music is either premiered on the Valley campus, or the Ole Miss campus, or at other professional meetings.

Another faculty exchange within the Music Department occurred when the Jackson State orchestra director came to Ole Miss to play string bass in a jazz combo and give a jazz workshop for some of the Ole Miss students.

In Fall, 1985, all chairs of Arts Departments in Mississippi, including Jackson State University and Alcorn State University, met in Jackson to discuss common problems and cooperative efforts.

NEW PROGRAMS

The revised curriculum in elementary education, which goes into effect this fall, and revisions in the other teacher education programs which will be implemented during the 1986-87 academic year include a required one-hour course in multicultural education. The remaining curricular content will have an integrated multicultural focus. This attention to the multi-ethnicity of teaching should attract "other race" students more than the traditional focus on the average student.

The School of Education in cooperation with the Black Studies program sponsored a multi-cultural symposium during the first summer session, 1986. This type of open activity should also served to attract "other race" students and faculty members to Ole Miss.

In the Spring of 1985, Jim Jones, the Minority Affairs Officer for the American Psychological Association, presented a colloquim in the Psychology Department, met with undergraduate minority students in Psychology, and met with the Chancellor to discuss APA's scholarship program for minority students. Dr. Jones was on campus at the invitation of Dr. Dan Landis.

Mr. Johnny Parker served in residence at the 1985-86 CLEO Institute at Southern University, and the University of Mississippi contributed funds to that institute. The school continued to accept successful participants from the CLEO program.

All minority students in the Law School receive grants. Plan of Compliance funds provide tuition grants for most of the students. The school continues to receive three G*POP grants which provide tuition and a $4,500 stipend; Ole Miss has been approved for two more fellowships but funds are now frozen. Two of the four major Eastland scholarships for 1985-86 were awarded to minority students.

The Department of Chemistry has exerted every possible effort to recruit minority graduate students. All the students listed in Minority Data Bank were contacted by mail. A fellowship for $9,300 has been offered for 1986-87 to John Adams, a black applicant from Rust College.

Two applications for grant funds to introduce black undergraduate seniors to computational chemistry on microcomputers have been successful. One student is already working and another is scheduled to begin shortly.

As part of the recruitment program in the Department of Communicative Disorders, both faculty and graduate students routinely visit Jackson State University in Jackson, Mississippi. The Department has ties with the Communication Disorders program in Jackson and strongly encourages student applications.

In February, three faculty and two graduate students from the Department of Sociology participated in a sociology conference held at Tougaloo College. Dr. Max Williams visited the campus again in the late spring to meet with faculty and prospective graduate students.

The Social Work Department has an ongoing recruiting program with Northeast Mississippi and Northwest Mississippi Junior Colleges. Many minority students are recruited through this mechanism. This past year the program was expanded to include Holmes County and Hinds Junior Colleges. Both have substantial minority enrollments, and it is assumed that additional "other race" students will be attracted to the department through these efforts.

The Department of Music has tried to strengthen its recruiting at the predominantly black universities within the state and the area. Dr. Sagen made a recruiting trip this past Fall and stopped at Mississippi Valley State, Jackson State, and Grambling University in Louisiana. During these recruiting trips, music students were given information about the department and scholarships. It is Dr. Sagen's feeling that some of these students will be attending Ole Miss in the future. Through past recruiting efforts at Mississippi Valley State, five black students recently graduated in the Master's program in Music from Ole Miss.

The Department of Journalism has received $100,000 for minority scholarships. These scholarships are enabling the Department to attract top minority students to place in the media.

The Chair of the Art Department participated in faculty visits to the campus of Rust College, Jackson State, and Tougaloo.

STRENGTHENING EXISTING PROGRAMS

A BBA in Management Information Systems degree program was approved by the Board of Trustees and became operational in January, 1986, MIS graduates have unique and rewarding opportunities. The demand for MIS graduates is very high. This year *The Wall Street Journal* claimed that there were 17 jobs for every MIS graduate. Minority students will be in high demand of the quality of our program and because of the extreme pressure on businesses to hire professionals.

The School of Business Administration has several openings which will allow the School to recruit quality scholars and to upgrade significantly the quality of programs. This will provide more opportunities to hire quality faculty members and to promote quality programs to potential students across the nation.

Currently the Department of Communicative Disorders, through external funding from the U.S. Department of Education, has received a teacher preparation grant. Its purposes are to upgrade bachelor's level professionals in Communitative Disorders. The grant has been earmarked for minorities to return to the University setting to complete their graduate education.

PLAN OF COMPLIANCE EXPENDITURES

It would be difficult, if not impossible, to list all expenditures made by University in connection with the Plan of Compliance. In addition to Plan of Compliance monies, expenditures are made in regard to the University's Affirmative Action Program and by departments from regular funds without recording that they are utilized for Plans of Compliance or affirmative action activities. Expenditures that are identifiable fall into one of the four categories as noted below.

Plan of Compliance for Personnel and Programs. This category includes salaries for black employees serving in faculty, professional, and technical capacities. To last year's figures (reference this section of last year's report) of $3,761,327, add $943,803 for a total of $4,705,130. (See Appendix H for a list of these expenditures for 1985-86.)

Plan of Compliance for Student Fellowships and Assistantships. Inlcuded in this category are funds for assistantships, fellowships,and scholarships for black students. salaries for black secretaries are also, of necessity, included in fiscal years 1978 to date. The amount for 1985-86 in this category is $94,682 (see Appendix I) which, added to last year's total of $564,340, yields a grand total of $659,022.

Plan of Compliance for the Law School. This category includes funds allocated for minority law student scholarships, and for 1985-86 this amount was $27,585. This amount added to lats year's figure of $158,103 yields a total to date of $185,688. (See Appendix J for an Analysis of the 1985-86 Plan of Compliance Budget.)

Affirmative Action. Expenditures in this category include salaries, advertisements, travel, and expenditures of the Minority Faculty Recruitment Committee. the figure of $184,105 (see Appendix K) should be added to last year's figure of $423,764 for a total to date of $607,869.

The totals for each of these categories and the total expenditures for the Plan of Compliance are as follows:

Plan of Compliance personnel and programs	$4,705,130
Plan of Compliance student fellowships and assistantships	659,022
Law School Plan of Compliance	185,688
Affirmative Action	607,869
TOTAL	$6,157,709

Appendix J depicts the Plan of Compliance allocation to the University from the Board of Trustees of State Institutions of Higher Learning. these expenditures are included with the figures in the first two categories above and are noted here only to identify allocated funds.

APPENDIX A

SCHOOLS VISITED BY THE UNIVERSITY OF MISSISSIPPI TO RECRUIT STUDENTS SEPTEMBER 1985 TO APRIL 1986

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Aberdeen High Aberdeen, MS	X	
Ackerman High Ackerman, MS		X
Adams County Christian Natchez, MS		X
Alexander High Starkville, MS	X	
Alcorn Central High Glen, MS		X
All Saints Episcopal Vicksburg, MS		X
Amanda Elzy School Greenwood, MS	X	
Amite School Center Liberty, MS		X
Amory High Amory, MS		X
Anquilla High Rolling Fork, MS	X	
Ashland High Ashland, MS	X	
Baldwyn High Baldwyn, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Bassfield High Bassfield, MS	X	
Bay Senior High Bay St. Louis, MS		X
Bayou Academy Boyle, MS		X
Bay Springs High Bay Springs, MS	X	
Beat Four High Waynesboro, MS		X
Belmont High Belmont, MS		X
Benton Academy Benton, MS		X
Benton High Benton, MS	X	
Bentonia High Bentonia, MS	X	
Beulah Hubbard High Union, MS		X
Biggersville High Corinth, MS		X
Biloxi High Biloxi, MS		X
Blair Hgh Hattiesburg, MS		X

APPENDIX A—Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Blue Mountain High Blue Mountain, MS		X
Bogue Chitto High Bogue Chitto, MS		X
Booneville High Booneville, MS		X
Brandon High Brandon, MS		X
Brandon Academy Brandon, MS		X
Broad Street High Shelby, MS	X	
Brookhaven Academy Brookhaven, MS		X
Brookhaven High Brookhaven, MS	X	
Bruce High Bruce, MS		X
Burnsville High Burnsville, MS		X
Buckatunna High Buckatunna, MS	X	
Byhalia Schools Byhalia, MS	X	
Byram High Byram, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Caldwell High Columbus, MS		X
Caledonia High Caledonia, MS		X
Calhoun Academy Calhoun City, MS		X
Callaway High Jackson, MS	X	
Canton Academy Canton, MS		X
Canton High Canton, MS	X	
Carroll Academy Carrollton, MS		X
Carthage High Carthage, MS		X
Cathedral High Natchez, MS		X
Central Academy Macon, MS		X
Central Hinds Academy Raymond, MS		X
Central Holmes Acad. Lexington, MS		X
Centreville Academy Centreville, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Chamberlain Hunt Acad. Port Gibson, MS		X
Charleston High Charleston, MS	X	
Clarke Academy Pachuta, MS		X
Clarksdale High Clarksdale, MS	X	
Cleveland High Cleveland, MS		X
Clinton High Clinton, MS		X
Coahoma County High Clarksdale, MS	X	
Coahoma Junior College Clarksdale, MS	X	
Coast Episcopal High Pass Christian, MS		X
Coffeeville High Coffeeville, MS	X	
Coldwater High Coldwater, MS	X	
Columbia Academy Columbia, MS		X
Columbia High Columbia, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Copiah Academy Gallman, MS		X
Copiah Lincoln Junior College Natchez, MS		X
Copiah Lincoln Junior College Natchez, MS		X
Corinth High Corinth, MS		X
Cruger-Tchula Academy Cruger, MS		X
Crystal Springs High Crystal Springs, MS	X	
Cumberland High Maben, MS		X
W. P. Daniel High New Albany, MS		X
Decatur High Decatur, MS		X
Delta Academy Marks, MS		X
Dexter High Tylertown, MS	X	
D'Iberville High Biloxi, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Drew High Drew, MS	X	
Duck Hill High Duck Hill, MS	X	
Durant Attendance Center Durant, MS	X	
Durant High Durant, MS		X
East Central High Hurley, MS		X
East Flora High Flora, MS	X	
East Mississippi Junior College Scooba, MS		X
East Union High Blue Springs, MS		X
Edinburg High Carthage, MS		X
Enterprise High Enterprise, MS		X
Ethel High Ethel, MS	X	
Eupora High Eupora, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Falkner High Falkner, MS		X
Florence High Florence, MS		X
Forest High Forest, MS		X
Forrest County AHS Brooklyn, MS	X	
Forest Hill High Jackson, MS		X
Franklin High Meadville, MS	X	
French Camp Academy Lucedale, MS		X
George County High Lucedale, MS		X
J. Z. George High North Carrollton, MS	X	
Gentry High Indianola, MS	X	
Glen Allan High Glen Allan, MS	X	
Gloster High Gloster, MS	X	
Greenville High Greenville, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Greenville Christian Greenville, MS		X
Greenwood High Greenwood, MS		X
Grenada High Grenada, MS	X	
Gulfport High Gulfport, MS		X
Hamilton High Hamilton, MS		X
Hancock North Central Pass Christian, MS		X
Harrison Central High Lyman, MS		X
Hatley School Amory, MS		X
Hattiesburg Prep Hattiesburg, MS		X
Hazlehurst High Hazlehurst, MS	X	
Heidelberg Academy Heidelberg, MS		X
Heidelberg High Heidelberg, MS	X	
Heritage Academy Columbus, MS		X

APPENDIX A—Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Hernando High Hernando, MS		X
Hickory High Hickory, MS		X
Hickory Flat High Hickory Flat, MS		X
Hill High Jackson, MS	X	
Hinds Junior College Raymond, MS		X
Holly Bluff High Holly Bluff, MS	X	
Holly Springs High Holly Springs, MS	X	
Holmes Junior College Goodman, MS		X
Horn Lake High Horn Lake, MS		X
Houston High Houston, MS	X	
Houlka High Houlka, MS		X
Humphreys Academy Belzoni, MS		X
Humphreys County High Belzoni, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Immaculate Conception High Clarksdale, MS	X	
Independence High Independence, MS		X
Ingomar High New Albany, MS		X
Iuka High Iuka, MS		X
Indianola Academy Indianola, MS		X
Itawamba Junior College Fulton, MS		X
Jackson County Junior College Gautier, MS		X
Jackson Academy Jackson, MS		X
Jackson Prep Jackson, MS		X
Jeff Davis Junior College Gulfport, MS		X
Jefferson County High Fayette, MS	X	
Jones Junior College Ellisville, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Jumpertown High Booneville, MS		X
Kemper Academy DeKalb, MS		X
Kennedy, John F. High Mound Bayou, MS	X	
Kilmichael High Kilmichael, MS	X	
Kirk Academy Grenada, MS		X
Kosciusko High Kosciusko, MS		X
Kossuth High Kossuth, MS		X
Lafayette High Oxford, MS	X	
Oxford High Oxford, MS		X
Lamar Foundation High Meridian, MS		X
Lanier High Jackson, MS	X	
Lake High Lake, MS	X	
Leake Academy Madden, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Leakesville High Leakesville, MS		X
Lee Academy Clarksdale, MS		X
Lee High Columbus, MS	X	
Leflore County High Itta Bena, MS	X	
Leland High Leland, MS	X	
Lexington High Lexington, MS	X	
Liberty High Liberty, MS	X	
Louisville High Louisville, MS		X
Lumberton High Lumberton, MS		X
Long Beach High Long Beach, MS		X
McLain High McLain, MS		X
McComb High McComb, MS		X
Maben High Maben, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Madison-Ridgeland Academy Madison, MS		X
Madison-Ridgeland High Madison, MS	X	
Magee Attendance Center Magee, MS		X
Magnolia Academy Jackson, MS		X
Magnolia Heights School Senatobia, MS		X
Manchester Academy Yazoo City, MS		X
Mantachie High Mantachie, MS		X
Marshall Academy Holly Springs, MS		X
Mary Holmes Junior College West Point, MS	X	
Mathiston High Mathiston, MS		X
Mendenhall Attendance Center Mendenhall, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Mercy Cross High Biloxi, MS		X
Meridian High Meridian, MS	X	
Meridian Junior College Meridian, MS		X
Mississippi Delta Junior College Moorhead, MS		X
Mize Attendance Center Mize, MS		X
Monticello High Monticello, MS	X	
Mooreville High Mooreville, MS		X
Morton High Morton, MS	X	
Moss Point High Moss Point, MS	X	
Motley High Columbus, MS	X	
Mount Pleasant Christian Academy Mount Pleasant, MS		X
Mount Olive High Mount Olive, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Murrah High Jackson, MS	X	
Myrtle High Myrtle, MS	X	
Nanih Waiya High Louisville, MS		X
Neshoba Central High Philadelphia, MS		X
Nettleton High Nettleton, MS		X
New Hebron High New Hebron, MS		X
New Hope High Columbus, MS		X
Newton County Acad. Decatur, MS		X
Newton High Newton, MS		X
New Site High New Site, MS		X
North Delta High Pleasant Grove, MS		X
Northeast Jones High Laurel, MS		X
Northeast Junior College Booneville, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
North Forrest Attendance Center Hattiesburg, MS		X
North Natchez Adams High Natchez, MS	X	
North Panola High Sardis, MS	X	
North Pike High Summitt, MS		X
North Pontotoc Attendance Center Ecru, MS		X
North Sunflower Acad. Drew, MS		X
Northwest Junior College Senatobia, MS	X	
Northwest Junior College-DeSoto Southhaven, MS		X
Northwest Rankin Attendance Center Brandon, MS		X
McLaurin Attendance Center Florence, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Noxapater High School Noxapater, MS	X	
Noxubee County High Macon, MS	X	
Nugent Center School Benoit, MS	X	
Oak Grove High Hattiesburg, MS		X
O'Bannon High Greenville, MS	X	
Ocean Springs High Ocean Springs, MS		X
Okolona High Okolona, MS	X	
Olive Branch High Olive Branch, MS	X	
Our Lady's Academy Bay St. Louis, MS		X
Our Lady of Victories High Pascagoula, MS		X
Oxford High Oxford, MS		X
Parklane Academy McComb, MS		X
Pascagoula High Pascagoula, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Pass Christian High Pass Christian, MS		X
Pearl-McLaurine High Pearl, MS		X
Pearl River Central High Carriere, MS		X
Perkinston Junior College Perkinston, MS		X
Perry Central High New Augusta, MS		X
Petal High Hattiesburg, MS		X
Pelahatchie Attendance Center Pelahatchie, MS		X
Philadelphia High Philadelphia, MS		X
Picayune High Picayune, MS		X
Pillow Academy Greenwood, MS		X
Pine Grove High Ripley, MS		X
Piney Woods High Piney Woods, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Pisgha High Sandhill, MS	X	
Pontotoc High Pontotoc, MS		X
Poplarville High Poplarville, MS		X
Potts Camp High Potts Camp, MS	X	
Port Gibson High Port Gibson, MS	X	
Prentiss Christian School Prentiss, MS		X
Prentiss High Prentiss, MS	X	
Provine High Jackson, MS	X	
Puckett Attendance Center Puckett, MS		X
Purvis High Purvis, MS		X
Quitman High Quitman, MS		X
Raleigh High Raleigh, MS		X
Rankin Academy Star, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Raymond High Raymond, MS	X	
Rebul Academy Learned, MS		X
Richland High Florence, MS		X
Richton High Richton, MS		X
Ripley High Ripley, MS		X
Riverside High Riverside, MS		X
Rolling Fork High Rolling Fork, MS	X	
Rosa Fort High Tunica, MS	X	
Rosedale High Rosedale, MS	X	
Ruleville High Ruleville, MS	X	
Saint Aloysius High Vicksburg, MS		X
Saint Andrews Episcopal Jackson, MS		X
Saint John High Gulfport, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Saint Joseph High Jackson, MS		X
Saint Joseph High Greenville, MS		X
Saint Stanislaus High Bay Saint Louis, MS		X
Saint Martin High Ocean Springs, MS		X
Salem High Tylertown, MS	X	
Saltillo High Saltillo, MS		X
Sand Flat High Mount Pleasant, MS	X	
Scott Central High Forest, MS	X	
Senatobia High Senatobia, MS		X
Shannon High Shannon, MS		X
Shaw High Shaw, MS	X	
Simmons High Hollandale, MS	X	
Simpson County Acad. Mendenhall, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Smithville High Smithville, MS		X
Southaven High Southave, MS		X
South Leake High Walnut Grove, MS		X
South Natchez High Natchez, MS		X
South Pike High Magnolia, MS	X	
South Pontotoc High Pontotoc, MS		X
Southwest Junior College Summit, MS		X
Starkville High Starkville, MS		X
State Line High State Line, MS		X
Stone High Wiggins, MS		X
Sturgis High Sturgis, MS	X	
Strider Academy Charleston, MS		X
Stringer High Stringer, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Sumrall High Sumrall, MS		X
Sylva Bay Academy Bay Springs, MS		X
Taylorsville High Taylorsville, MS		X
Tchula Attendance Center Tchula, MS	X	
Terry School Terry, MS	X	
Thrasher High Booneville, MS		X
Water Valley High Water Valley, MS	X	
Watkins High Laurel, MS		X
Waynesboro High Waynesboro, MS	X	
Weir High Wesson, MS		X
West Clay County High Pheba, MS	X	
West Jones High Laurel, MS		X
West Lauderdale High Colinsville, MS	X	

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
West Lincoln High Brookhaven, MS		X
West Marion High Foxworth, MS		X
Weston High Greenville, MS	X	
West Panola Academy Batesville, MS		X
West Point High West Point, MS	X	
West Tallahatchie High Webb, MS	X	
West Union High West Union, MS		X
West Union High Pinola, MS	X	
Wheeler High Wheeler, MS		X
Wilkinson County Christian Woodville, MS		X
Tishomingo High Tishomingo, MS		X
Tremont High Tremont, MS		X
Tri-County Academy Flora, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Trinity Episcopal School Natchez, MS		X
Tunica Institute Tunica, MS		X
Tupelo High Tupelo, MS		X
Tylertown High Tylertown, MS	X	
Union Academy Georgetown, MS		X
Utica High Utica, MS	X	
Utica Junior College (Hinds) Utica, MS	X	
Vancleave High Vancleave, MS		X
Vaiden High Vaiden, MS	X	
Vardaman High Vardaman, MS	X	
Velma Jackson Camden, MS	X	
Vicksburg High Vicksburg, MS	X	
Walnut High Walnut, MS		X

APPENDIX A – Continued

Name and Location of School Visited	Predominant Ethnic Identification of School* BLACK	WHITE
Walthall Academy Tylertown, MS		X
Washington School Greenville, MS		X
Warren Central High Vicksburg, MS		X
Wilkinson County High Woodville, MS	X	
William Winans High Centreville, MS	X	
Wingfield High Jackson, MS	X	
Winona Academy Winona, MS		X
Winona High Winona, MS		X
Woodland High Woodland, MS		X
Woodland Hills Baptist Academy Jackson, MS		X
Wood Junior College Mathiston, MS		X
Yalobusha Academy Coffeeville, MS		X
Yazoo City High Yazoo City, MS	X	

APPENDIX B

Minority Students

"We're For You! Ole Miss"

[PHOTO OMITTED: BLACK STUDENT AND WHITE STUDENT]

Ole Miss
THE UNIVERSITY OF MISSISSIPPI

APPENDIX C

Brochure on Mississippi Achievement and Leadership Conference

THE UNIVERSITY OF MISSISSIPPI

(Ole Miss)

THE LEARNING DEVELOPMENT CENTER

[ILLUSTRATION OMITTED]]

A
Program For Academic
and Cultural Survival

THE UNIVERSITY OF MISSISSIPPI

Mississippi Achievement And Leadership Conference

[PHOTO OMITTED WHITE MALE HANDING DIPLOMA TO BLACK FEMALE WEARING CAP AND GROWN]

11:25-11:50 a.m.

Financial Aid Workshop
Ms. Mary Givhan, Assistant Director,
Financial Aid, Union 404 & B

Noon

Lunch, East Room. Cafeteria
Speaker, Coach Ken Gibson, Head Track Coach and Associate Professor of Physical Education

1:15-2:30 p.m.

CHOICE OF WORKSHOPS

1. Blood Pressure in the Anesthetized Dog; Effect of Drugs
   Dr. I. W. Waters, Professor of Pharmacology, Faser Hall 304

   If you object to using animals in research, you probably should not attend this workshop.
2. Pre-Law to Law, an Overview
   Ms. Bettye Davis, Student Recruiter, Law Center 303
3. The Health Professions and Minority Students
   Dr. Hugh Bateman, Assistant Dean of Liberal Arts for Health Professions Advisement, Union 403
4. Career Opportunities in Accountancy [sic] Assistant Professor of [illegible]

February 20, 1986

3:00-6:00 p.m.

Registration. Ole Miss Union Lobby

6:00 p.m.

Dinner, East Room, Cafeteria
Welcome, Chancellor R. Gerald Turner

7:30 p.m.

Reception Sponsored by Student Programming Board

February 21, 1986

8:10-9:10 a.m.

Breakfast with Undergraduate Deans and Members of the Ole Miss Family, East Room, Cafeteria

9:30-10:45 a.m.

CHOICE OF WORKSHOPS

1. Opportunities in Journalism
   Dr. Will Norton, Chairman and Professor of Journalism, Farley Hall 231C
2. Satellite Communications
   Dr. Mark Tew, Assistant Professor of Electrical Engineering Anderson Hall Lobby
3. Opportunities in Education for Minority Students
   Dr. James S. Payne, Dean of School of Education and Professor of Special Education, Union 403

11:00-11:20 a.m.

Armed Services and The University of Mississippi
Captain Dwight Yarbrough, Union 404 A & B

3:00-5:00 p.m.

BLACK ALUMNI PANEL DISCUSSION,
Union Ballroom
After Ole Miss: An Alumni Perspective
Dr. Lucius Williams, Moderator
Panelists:
Mr. Tyrone Bates
Ms. Rose J. Flenorl
Ms. Lurlene B. Irvin
Mr. Gary Turner
Mr. Daryl Williams
Ms. Patricia T. Wise

6:30 p.m.

MISSISSIPPI ACHIEVEMENT AND LEADERSHIP BANQUET
Guest Speaker, Judge A. C. Wharton. Public Defender, Memphis

7:30-9:30 p.m.

Entertainment – Greek Show
Sponsored by Alpha Phi Alpha Fraternity

9:30 p.m.

Dance
Sponsored by Omega Psi Phi Fraternity

February 22, 1986

8:30-10:00 a.m.

Breakfast, Ole Miss Union
Conference ends

APPENDIX D

Brochure on the Health Careers Incentive Program for Minority and Economically Disadvantaged Students

THE UNIVERSITY OF MISSISSIPPI

HEALTH CAREERS
INCENTIVE
PROGRAM
for
MINORITY AND
ECONOMICALLY
DISADVANTAGED
STUDENTS

Medical Careers in Osteopathic Medicine, Pharmacy, Optometry and Podiatry

[Illustration Omitted]

APPENDIX E

Brochure on the

Learning Development Center

APPENDIX F

Affirmative Action Plan Revisions

March 1, 1986, through February 28, 1987

THE UNIVERSITY OF MISSISSIPPI AFFIRMATIVE ACTION PLAN

VOLUME I

March 1, 1986—February 28, 1987

The attached revisions are to serve as a supplement to the March, 1985-February, 1986 Affirmative Action Plan, Volume I. The supplement and the 1985-86 Affirmative Action Plan will constitute the March 1, 1986-February 28, 1987 Affirmative Action Plan for the University of Mississippi.

Strike pages 8 and 9 and replace with the following:

The Vice Chancellor for Academic Affairs, in conjunction with the deans and department chairs, is responsible for the recruitment of faculty. The appropriate Vice Chancellor, in conjunction with heads of specific budget units, is responsible for the recruitment in the nonacademic subdivisions of the University.

The University Office of Personnel is responsible for making known the University's commitment to employ members of minority groups and females to the Mississippi Employment Security Commission for soliciting its assistance in identifying those individuals with requisite skills for projected openings in nonfaculty classifications throughout the University.

The Office of Personnel shall list all position openings with the Mississippi Employment Security Commission which shall screen, test and refer applicants for support

staff positions back to the University. The Office of Personnel serves as liaison between the applicants and the employer. The Office of Personnel shall be responsible for listing all vacancies with the University through the faculty and staff news bulletin, *The Monday Report*, and other publications as designated by the department head. All job announcements will be posted on the Office of Personnel bulletin board and on bulletin boards within the department that is recruiting applicants. The Office of Personnel is the only unit authorized to place advertisements regarding job openings on behalf of the University of Mississippi.

Administrative, Faculty and Professional Staff

Each administrative, academic, or professional position opening will be (1) posted on the bulletin board of the department, (2) advertised regionally and/or nationally in appropriate publications, (3) sent to a representative number of institutions of higher learning and/or agencies through a letter of recruitment. The position will remain open for at least thirty (30) days after the announcement. In cases where a vacancy becomes known to the general public through the news media (radio, TV newspaper, etc.) the requirements mentioned above shall be waived as it is assumed that such notification will be deemed adequate.

Each advertisement will include the following:

The closing date designated to ensure consideration.
The date employment is to begin, if possible.
The statement, "The University is an Equal Opportunity Employer."

Support Staff

All announcements and advertisements regarding job openings will be posted on the bulletin board within the department that is recruiting applicants and will be listed by the Director of Personnel with the Mississippi Employment Security Commission. The position will remain open for a minimum of seven (7) days.

Temporary Employment

Full affirmative action procedures are not required for temporary employment. Temporary employment is defined by the University of Mississippi as that employment which exists for no more than six months for staff and twelve months or less for faculty with no guarantee for reappointment. Included within the definition of temporary employment are those employees who are (1) a substitute for a permanent employee on a brief leave; (2) those employed for an interval during peak periods for a specific length of time; and (3) those employed in positions created by an emergency.

Administrative, Faculty, and Professional

An active file of administrative, faculty, and professional applicants for temporary positions will be maintained by the Affirmative Action Officer. Advertisements for the applicant file will be run three times a year. When a Department or other employer needs to employ on a temporary basis, the department chair or other employer must consult with the Affirmative Action Officer and review the applications of all individuals in the file who meet minimum qualifications for the temporary position. The department chair or other employer must post a notice of the position opening on the bulletin board of the depart-

ment and the bulletin board of the Personnel Office. The position will be open for one week and listed in the *Monday Report*.

In emergency situations and with approval of the Affirmative Action Officer, the one-week time for posting may be shortened and the requirement of advertisement in *The Monday Report* waived.

Support Staff

An active file of support staff applicants for temporary positions will be maintained by the Office of Personnel. Advertisements for the applicant file will be run three times a year. When a department or division needs to employ on a temporary basis, the employer must consult with the Office of Personnel and review applications for individuals in the file who meet minimum qualifications for the temporary position.

An individual employed on a temporary basis is not to be reappointed to the position or subsequently hired on a full-time basis without compliance with all affirmative action procedures.

Search and Screen Guidelines

The search and screening procedures of the University are designed to ensure that extra effort is made to seek out and recruit black, female, and other minority candidates.

Search and screening procedures shall be executed without bias to ensure equitable treatment of all candidates. The following guidelines shall be utilized:

1. A search committee is required for all permanent faculty and administrative positions.
2. It is encouraged that the search committee include a black or other minority faculty/staff member and a female faculty/staff member where

practicable. In units where there is under-representation of these groups, such representative may be chosen from outside the unit. The search committee may include a student representative who is black, another minority, or a woman, in addition to the inclusion of a faculty staff person from the representative group.

3. *Faculty*
   a. A search committee is appointed by the department head and a list of the names of the members of the search committee is forwarded

THE UNIVERSITY OF MISSISSIPPI
AFFIRMATIVE ACTION PLAN

VOLUME I

March 1, 1986 – February 28, 1987

The attached revisions are to serve as a supplement to the March, 1985 – February, 1986 Affirmative Action Plan, Volume I. The supplement and the 1985-86 Affirmative Action Plan will constitute the March 1, 1986 – February 28, 1987 Affirmative Action Plan for the University of Mississippi.

Strike page 14 and replace with the following:

color, creed or religion, nationai origin, sex, handicap, or veteran status. There is no unified salary program for University faculty. The market demand for a discipline, the skills and qualifications of the faculty member, and the amount and quality of specific experience in the field of practice account for salary differences among faculty.

Transfer and Promotion for Classified Employees

Definition:

a. Promotion – the moving of an employee from one position to another of a higher level within the classification system.
b. Transfer – the moving of an employee from one position to another at the same classification level or one requiring comparable skills within the same pay range.
c. Reclassification (of a position) – the moving of a position within the classification system when there is a significant change in the duties and responsibilities of a position. If the only change

which occurs in the position is that new duties have been added which do not require additional skills, the reclassification is not warranted.

Internal Promotion

Positions within budget units (account numbers) may be filed by promotion without outside advertisement with the approval of the Vice Chancellor of the Division. The position will be announced within the budget unit allowing all persons within that unit to compete for the position. In cases where the Department has a history of significant underutilization of minorities and females, the Vice Chancellor may deny the Department request for internal promotion.

The position left vacant by the promotion shall be advertised according to current affirmative action guidelines.

External Promotion

Positions filled by promotion across budget units shall be advertised by submitting an announcement to the Office of Personnel for listing in the faculty and staff news bulletin, *The Monday Report*, and posting the announcement on the bulletin board within the department that has the position open. For academic, professional and administrative positions, the position must remain open fifteen (15) days after posting before it can be filled. For all other openings, the position shall be listed with the Office of Personnel for at least one week.

There is normally a minimum requirement of six months continuous service before an employee becomes eligible to transfer or promotion; however, this requirement may be waived with mutual consent between both departments.

An employee does not need to seek approval from the supervisor before applying for either a promotion or transfer to another department.

APPENDIX G

Equal Employment Opportunity/Affirmative Action Orientation Program

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FAIR EMPLOYMENT PRACTICES

Equal Employment Opportunity/Affirmative Action Orientation Seminar – 1986

9:15- 9:30	Overview and Objectives
9:30-10:30	Recruitment, Selection and Placement
10:30-11:30	Discipline and Discharge
11:30- 1:30	Lunch
1:30- 2:30	Preventing Sexual and Racial Harassment in the Workplace
2:30- 3:30	Drug and Alcohol in the Workplace

APPENDIX H

Plan of Compliance for Personnel and Programs, 1985-1986

PLAN OF COMPLIANCE, PERSONNEL & PROGRAMS 1985-86

Afro-American Studies Program		
Total Budget, 1985-86	$67,742	
Amount for Director's Salary*	– 32,428	
Amount for Professor's Salary*	– 14,306	
Budget Minus Salaries for Black Employees		$ 21,008
Learning Development Center		
Total LDC Budget, 1985-86	$ 73,333	
Amount for Director's Salary*	– 13,356	
Amount for Counselor's Salary*	– 12,600	
Budget Minus Salaries for Black Employees		$ 47,377
Salaries of Black Faculty and Staff Members		
5 Managerial	$135,691	
11 Faculty	268,882	
22 Professional	424,481	
5 Technical	46,364	
Total for Salaries		$875,418
TOTAL EXPENDITURE PLAN OF COMPLIANCE		$943,803

* These salary amounts subtracted from the total budgets since the total salaries of these individuals are included in salaries of black faculty and staff members.

APPENDIX I

Plan of Compliance for Student Fellowships and Assistantships – FY 1985

PLAN OF COMPLIANCE STUDENT FELLOWSHIPS AND ASSISTANTSHIPS FY 1985

	Actual 1985-86
Plan of Compliance Allocation	$143,659
Less Faculty, Professional and Technical Salaries	48,977
*Student Fellowships and Assistantships	94,682

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* Also includes secretarial salaries and fringe benefits

APPENDIX J

Analysis of Budget, Plan of Compliance

FY 1985-86

ANALYSIS OF BUDGET
PLAN OF COMPLIANCE
FY 1985-86

	ACTUAL 1985-86	
SALARIES & WAGES		
Professional	$ 26,940	
Academic Support	4,990	
Libraries	17,047	
Clerical/Secretarial	15,276	
Student Assistants (estimated)	15,000	
Subtotal		$ 79,253
FRINGES		$ 16,821
CONTRACTUAL SERVICES		
Graduate Fellowships (estimated)	$ 20,000	
Law Fellowships (estimated)	27,585	
Subtotal		$ 47,585
TOTAL BUDGET		$143,659

APPENDIX K

Funds Expended on Affirmative Action

1985-86

FUNDS EXPENDED ON AFFIRMATIVE ACTION 1985-86

Salaries (proportionately) for Persons Responsible for Affirmative Action

Affirmative Action Officer	
Total Salary 1985-86	$ 26,200
Assistant Vice Chancellor for Academic Affairs and Associate Professor of Educational Administration	
1/4 Salary 1985-86	$12,010
Unit Affirmative Action Officers, 5% of Salary 1985-86	
Continuing Education	$ 2,086
Accountancy	2,727
Student Affairs	1,590
Liberal Arts	2,443
School of Law	1,750
Athletic Department	1,080
Administrative Affairs	2,152
School of Education	1,681
School of Engineering	3,006
School of Pharmacy	2,494
School of Business Administration	1,372
Alumni Affairs	1,677
University Affairs	1,147
TOTAL	$ 25,205
TOTAL OF ALL SALARIES	$ 63,415
Cost of Advertisements	
1985-86 (July 1985-June 1986)	$ 30,790
Expenditure of Minority Faculty Recruitment Committee	89,900
TOTAL OF SALARIES AND ADVERTISEMENT, AND EXPENDITURES OF MINORITY FACULTY RECRUITMENT COMMITTEE	$184,105

BOARD'S EXHIBIT 132

[Photo Omitted]

Delta State University

ADMISSION-REQUIREMENTS

HIGH SCHOOL COURSE REQUIREMENTS

Beginning with the fall term of 1986, all entering freshmen students must have earned the following high school units in grades 9-12:

Subject	Units
English	4—All must require substantial writing components.
Mathematics	3—Algebra I, Geometry, and Algebra II.
Sciences	3—Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½—Must include United States History and American Government.
Required Elective	1—Choose from a foreign language or mathematics (above Algebra II) or a science (chosen from the science courses shown above).

It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

Any student with an ACT assessment composite score of 24 or above is exempt from the high school units requirement.

Any student with less than the composite score of 24 who has a deficiency in the required high school units may be exempt from an area of deficiency by having an ACT assessment subtest score of at least 18 on the appropriate subtest. The option is not available for any student with more than one deficiency.

Any student who has a deficiency or deficiencies in the required high school units and who does not meet the exemption criteria shown above must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 G.P.A. on a 4.0 scale) in the following 24 semester credit hours:

6 semester hours	English Composition
3 semester hours	College Algebra or above
6 semester hours	Laboratory Science
9 semester hours	Transferable Electives

REQUIREMENTS FOR TRANSFERS:

A student who was eligible for admission to the freshmen class at Delta State but chose to attend another institution may transfer at any time as long as the student has a "C" average or better and is eligible to return to that institution.

Any student who was *not* eligible for admission to the freshman class must attend an accredited institution of

higher learning other than one of Mississippi's eight state supported universities and attain a "C" average (2.0 G.P.A. on a 4.0 scale) in the following 24 semester credit hours.

6 semester hours	English Composition
3 semester hours	College Algebra or above
6 semester hours	Laboratory Science
9 semester hours	Transferable Electives

ACT REQUIREMENT:

A minimum of a fifteen (15) composite score on the ACT is required.

Out-of-state students enrolling as first-time entering freshmen must present a minimum Composite ACT score of 15 or a Scholastic Aptitude Test (SAT) score of 720.

DEVELOPMENTAL COURSE REQUIREMENTS:

Students who score below twelve (12) on the English portion of the ACT (300 SAT verbal) and/or twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

IMMUNIZATION REQUIREMENTS:

All students (including transfers) entering Delta State for the first time and enrolling for academic credit must document proof of immunization for measles and rubella.

a. Proof of immunization may be documented in the following manner:
   (1) Documentation (month and year) of immunization which was received after the first birthday;

(2) Positive measles and rubella serology titer with date;
(3) Physician-documented history of having had measles with date of the disease. History of rubella is not acceptable.

b. Temporary exceptions—one semester:
(1) Pregnant women;
(2) Women suspecting pregnancy;
(3) Women anticipating pregnancy within three months.

c. Permanent exception:
(l) Medical disease which will cause a permanent contraindication to immunization;
(2) All persons born prior to 1957.

For further information write to:

Office of Admissions
P.O. Box 3151 DSU
Cleveland, MS 38733

Phone: 1-800-GO TO DSU

BOARD'S EXHIBIT 133

JACKSON STATE UNIVERSITY
IN THE 21ST CENTURY

WE
CHART THE
FUTURE
FOR
WHITE STUDENTS TOO!

ACADEMICS . . .

CAREER PLANNING AND PLACEMENT . . .The Sweet Smell of Success

ACADEMIC SCHOLARSHIPS

HONORS DIVISION

EXPENSES AND FINANCIAL AID

Find out how hundreds of
WHITE STUDENTS
avoid the escalating cost
of a college education by
enrolling as a commuting student at JSU

Approximately 75 percent of the commuting students enrolling at JSU will qualify for and receive adequate financial aid to defray the total cost of their tuition.

Welcome to JSU

Jackson State University is located in Jackson, Mississippi, the capitol of the state. Somewhat centrally located, JSU is readily accessible to both commuting and on-campus students. Situated in a city of 300,000, our students are exposed to the many cultural events taking place in this area and are provided many opportunities for part time employment while attending Jackson State University.

Hundreds of white students have discovered the excellent academic preparation available at Jackson State. Although in the past Jackson State's history has been that of a black institution, JSU is the most racially mixed institution in Mississippi.

The cost of a college education has risen drastically during the last decade. However, commuting students will find that a college education is affordable at JSU. In fact, upward of 75% of the commuting students enrolling at JSU will qualify for and receive sufficient financial aid to cover the total cost of their tuition.

The commuting student pays approximately one-third (1/3) the cost of on campus students and less than one-fourth (1/4) the cost of the students attending a distant college or university.

With the above opportunities available, you can afford a COLLEGE EDUCATION at JSU. Join us in the pursuit of ACADEMIC EXCELLENCE.

Admission Requirements

All incoming undergraduate students are required to submit the following official documents:

Freshmen

1. Application for Admission
2. High School Transcript
3. ACT Scores

Transfer Students

1. Application for Admission
2. Transfer Transcript

Academic Programs at JSU

Major	*Degrees Offered*			
	B	*M*	*S*	*D*
SCHOOL OF BUSINESS				
ACCOUNTING	•			
BUSINESS EDUCATION	•			
OFFICE ADMINISTRATION	•			
ECONOMICS	•			
TEACHING ECONOMICS	•			
FINANCE	•			
GENERAL BUSINESS	•			
MANAGEMENT	•			
MARKETING	•			
PROFESSIONAL ACCOUNTANCY		•		
BUSINESS ADMINISTRATION		•		
BUSINESS EDUCATION		•		
SCIENCE IN ECONOMICS		•		

Major	*Degrees Offered*			
	B	*M*	*S*	*D*
SCHOOL OF EDUCATION				
ADULT EDUCATION		•		
EARLY CHILDHOOD EDUCATION		•	•	•
EDUCATIONAL ADMINISTRATION AND SUPERVISION		•	•	
EDUCATIONAL TECHNOLOGY		•		
ELEMENTARY EDUCATION	•	•	•	
GUIDANCE AND COUNSELING		•	•	
HEALTH PHYSICAL EDUCATION AND RECREATION	•	•	•	
READING		•	•	
SECONDARY EDUCATION	•	•	•	
SOCIAL SCIENCE EDUCATION	•			
SPECIAL EDUCATION	•	•	•	
SCHOOL OF LIBERAL STUDIES				
ART	•			
ART EDUCATION	•	•		
CRIMINAL JUSTICE AND CORRECTIONAL SERVICES	•			
ENGLISH	•	•		
ENGLISH LITERATURE	•			
HISTORY	•	•		
MASS COMMUNICATIONS	•			
MATHEMATICS	•	•		
MATHEMATICS EDUCATION	•	•	•	
MODERN FOREIGN LANGUAGES SPANISH	•			
MUSIC (PIANO PERFORMING)	•			
MUSIC EDUCATION	•	•		
POLICE SCIENCE	•			

Major	*Degrees Offered*			
	B	*M*	*S*	*D*
SCHOOL OF LIBERAL STUDIES – Continued				
POLITICAL SCIENCE	•	•		
PSYCHOLOGY	•			
PUBLIC POLICY & ADMINISTRATION		•		
SOCIAL WORK	•			
SOCIOLOGY	•	•		
SPEECH	•			
URBAN STUDIES	•			
SCHOOL OF SCIENCE & TECHNOLOGY				
BIOLOGY	•	•		
CHEMISTRY	•	•		
COMPUTER SCIENCE	•	•		
ENVIRONMENTAL SCIENCE		•		
INDUSTRIAL ARTS EDUCATION	•	•		
INDUSTRIAL TECHNOLOGY	•			
FIRE PREVENTION & SAFETY TECHNOLOGY	•			
METEOROLOGY	•			
PHYSICS	•			
SCIENCE EDUCATION	•	•	•	

White Students and Academic Scholarships

To demonstrate its commitment to academic excellence, JSU awards a limited number of academic scholarships annually. These scholarships are awarded on a competitive basis to students who have exemplified academic excellence at the high school or junior college level.

Academic scholarships are renewable at the end of the academic year, for a four year (eight semesters) period for incoming freshmen and a two year period for junior college graduates. Scholarship applicants are selected based on the following criteria: (1) Cumulative GPA, (2) Composite ACT/SAT score, and (3) Rank in graduating class.

To obtain additional information concerning the Academic Scholarship Program, please contact:

Steve Walker
Assistant Director of Special Recruitment
Office of Admissions
Jackson State University
Jackson, Mississippi 39217
601-968-2100
Toll Free in Mississippi: 1-800-682-5390

The Academic Honors Division

The Academic Honors Division at Jackson State University offers to superior students the opportunity to: (1) Follow a program of study at a pace commensurate with their ability, (2) increase intellectual interaction among their peers, professors and advisor, (3) Participate in independent reading and research beyond the regular curriculum, and (4) Participate in interdisciplinary seminars.

The Honors Division is also individualized to the extent that each student, along with an academic advisor and the Director of the Honors Division is provided a course of study specifically designed to promote the accomplishments of his/her educational and career goals.

For additional information concerning the Honors Division, please contact:

Dr. Maria Luisa Alvarez Harvey
Director of Honors Division
Jackson State University
Jackson, MS 39217
(601) 968-2107

Career Planning and Placement Center

Recruiters from more than 300 companies and universities all over the United States come to Jackson State during the year to interview graduates for good-paying positions and graduate study. The Career Planning and Placement Center arranges these visits and even provides you with training for writing a resume and interviewing. The Center maintains a library with current information about jobs, employers, medical and graduate schools and a job bank.

We keep in touch with the business world through the industrial Cluster program, sponsored by the National Alliance of Businessmen and the Career Planning and Placement Center. Top officers of leading businesses give advice about what we should teach as well as help students find jobs.

These programs help our students through college and beyond, but this would be meaningless if we did not back them up with superior academic programs. Jackson State University is accredited by the Southern Association of Colleges and Schools, National Council for the Accreditation of Teacher Education and other professional organizations.

Financial Aid

The Office of Student Financial Aid coordinates all financial assistance programs at JSU. The objective of the financial aid program is to assist qualified financial aid applicants in securing funds to cover the difference between what they can afford to pay and the actual cost to attend Jackson State University.

All financial awards are contingent upon admission to the University and the proper application for aid. Students seeking financial aid should complete the Financial Aid Form (FAF) and forward it to College Scholarship Service (CSS) at the address indicated on the form.

Jackson State University recruits, admits and provides services, financial aid, and instruction to all students without regard to race, sex, religion, handicap or national origin.

BOARD'S EXHIBIT 134

Dear Student,

I invite you to a new educational experience!

Excellence and opportunity are the best descriptions of the MUS experience. The academic programs are strong and challenging. Members of the faculty and staff are experts in their fields and are willing to talk and work with students. When you come to MSU, you will find plenty of activities geared to help you maintain a sense of cultural heritage and pride. Also, you will find other Black students, Black faculty, and Black staff who are also eager to help you. Your MSU experience will be one of the best experiences you will ever have.

I welcome you to MSU.

Sebetha Jenkins-Leggette
Assistant to the Vice President
Mississippi State University

[PHOTO OMITTED]

BLACK FACULTY AND STAFF

The number of Black faculty and staff at MSU is growing, and while it has not yet reached its anticipated level, Blacks are represented in nearly every academic and administrative unit. Black members of the faculty and staff work diligently to enhance their status and the status of their students. Black faculty and staff members understand Black students' problems, and you can be sure that you'll have their support at State.

* * * * *

ADMISSION INFORMATION

FRESHMEN: If you are a high school senior seeking admission to Mississippi State as a freshman, you are asked to submit two items: 1) a completed application-for-admission form and 2) an official copy of your ACT scores. An official copy of your high school transcript after graduation is required if you are majoring in architecture or engineering.

TRANSFER STUDENTS: To be classified as a transfer student, you must have attended another senior college or a junior college and have earned a minimum of 12 semester hours or the equivalent.

If you are a student at another senior college or a junior college and are seeking admission to Mississippi State, you are asked to submit two items: 1) a completed application-for-admission form and 2) an official transcript of credits earned at all other colleges you have attended. (High school transcripts and ACT scores are not required.)

Although you may apply for admission to MSU at your convenience, most students submit application forms during the fall semester for the following year. It is advantageous for your application and other documents to be on file at least 20 days before you register for any semester.

Mississippi State's Office of Admission receives and processes your application and notifies you of your admission status. Your application and other documents should be sent to the Director of Admissions, P.O. Box 5268, Mississippi State, MS 39762. Phone (601) 325-2224.

MSU's general catalog provides detailed information on admission policies, academic policies, university-student policies, and the complete curriculum. You may obtain a free copy of the catalog by writing the Office of the Registrar, Box KR, Mississippi State, MS 39762.

* * * * *

BOARD'S EXHIBIT 139

[PHOTOS OMITTED]

Mississippi University for Women

[PHOTOS OMITTED]

MUW
EXPANDING HORIZONS

Today is an exciting time for you to become part of Mississippi University for Women for the The W is celebrating its centennial anniversary.

Throughout its colorful 100-year history, MUW has been a place where students like you could build and grow for tomorrow. The tradition of this university has been that of a pioneer in the higher education of women. It is the university of writer Eudora Welty, National Democratic Party Secretary Dorothy V. Bush, advertising executive and writer Jo Foxworth, scientist Elizabeth Lee Hazen, Mississippi Supreme Court Justice Lenore Loving Prather, and archivist Marie Charlotte Stark.

The future of this university is built upon its past. It is the future of doctors and nurses; it is the future of business executives, lawyers, editors and actresses; it is what you make it; it is your future.

While MUW is now coeducational, its primary mission is based upon a strong commitment to the education of young women who wish to develop to their highest potential.

MUW provides a stimulating environment for aspiring young scholars. The university maintains the highest admission standards of all the state-supported universities in Mississippi. Its highly skilled faculty offers excellent teaching, small classes and personal attention. This personal student/teacher interaction is a significant factor in the successful growth and development of students.

Campus physical facilities are first-class with some, such as Cromwell Communications Center and Pohl Physical Education/Assembly Building, ranking among the best in the nation.

[PHOTO OMITTED]

While providing a strong liberal arts education MUW emphasizes career preparation. You can master computer skills on state-of-the art computer equipment; gain experience doing "live" broadcasts on WMUW; discover new facts about textiles in a research laboratory; act before numerous theater audiences; or achieve first-hand experience, regardless of your career choice, through internships and other educational and extra-curricular activities.

The W offers you many unique opportunities to learn on its beautiful, historic campus. Its rich heritage, special traditions and spirit are contagious. There is only one way you can truly understand what The W is—visit the campus. Come see The W for yourself.

Expenses

MUW is a state-supported institution. Consequently, students can have the quality education available at MUW

at a lower cost than at private colleges. The following indicates expenses for the 1984-85 academic year:

Per Semester:	General Fees	$ 462.50
	Room, meals and post office box rent	830.00
		$1,292.50
	Out-of-state	538.00
	Private room	196.25

Fees may be paid at the beginning of each semester or over a 10-month period at no additional cost.

ADMISSIONS REQUIREMENTS

Each applicant must fill out an admission application and send it along with an application fee of $10 nonrefundable to the Office of Admissions. Applicants who desire to live in a residence hall must submit a $25 (*nonrefundable*) room deposit with a housing application.

Each applicant must also submit a satisfactory score on the American College Test (ACT) and an offical high school transcript. An ACT score of 16 is required for admission to MUW; however, a limited number of applicants with an ACT of 15 will be considered for admission on the basis of alternate criteria.

Any student who has earned the required high school units but whose ACT composite score is below MUW's required score must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average in the following 24 semester credit hours:

6 hours of English Composition
3 hours of College Algebra or above
6 hours of Laboratory Science
9 hours of Transferable electives

In addition to the above, transfer students are accepted on the basis of the rating of the college from which they desire to transfer, the type of program pursued and the quality of work done at the college level. The transcript must certify that at the next registration the student's grades are such that she is eligible to re-enter the college from which she is transferring. Due to * * *.

BOARD'S EXHIBIT 140

BLACK ACHIEVEMENT

[PHOTO OMITTED]

A Success Story at Ole Miss

[PHOTOS OMITTED]

At Ole Miss, Look At . . .

Who's Who, a Colonel Rebel, Honor Roll scholars, members of Omicron Delta Kappa and Mortar Board national honoraries, the Rebelettes, men and women athletes, the Hall of Fame, student government, academic organizations.

And what do you see?

Black Achievement.

In recent years, black enrollment at The University of Mississippi has increased to 7 percent of the total student body; black involvement and accumulation of honors have also risen dramatically in academic, social, and leadership areas. So, if you're looking for opportunity—Ole Miss has it.

As a black student at Ole Miss you can take advantage of all these opportunities and more . . . Student government, campus clubs and associations, Greek organizations and non-Greek activities, campus religious life, varsity

and intramural athletics are just a few of the areas in which your interests can be focused and developed.

Blacks have achieved in numerous ways at Ole Miss. In 1975, football player Ben Williams was elected by the student body as Colonel Rebel, one of the most significant honors at the University. In academic and leadership fields, blacks have been named to the Ole Miss Hall of Fame, Chancellor's and Deans' Honor Rolls, Who's Who, and to such honoraries as Omicron Delta Kappa and Mortar Board.

In 1978, Rose Jackson served as president of the Association for Women Students; in 1977 Larry Ware was chosen to head the Union Program Council, the governing body of all Ole Miss Union-sponsored activities. Others have made their marks in the Campus Senate, Judicial Council, Associated Student Body cabinet, and dormitory councils. Elsewhere, blacks play important roles in the Ole Miss Marching Band, Flag Corps, Rebelettes, Jazz Band, the Group, The Daily Mississippian (campus newspaper), campus radio station WCBH, campus Channel 12 TV, Modeling Board, and have been in the Homecoming Court and Campus Favorites.

Achievers

Here is a list of few Ole Miss black alumni who have gone on to varied successful careers throughout the state and nation.

THAD BRIDGES—Bachelor of Business Administration majoring in Banking and Finance, 1971. **Currently, he is a vice president in a Jackson, Mississippi, bank.**

DOROTHYE CHAMPMAN—Bachelor of Arts in Political Science, 1974, **She is currently assistant director of the Student Union, East Tennessee State University.**

CLEVELAND DONALD, Ph.D. – Bachelor of Arts in Political Science, 1966. **Dr. Donald is currently Director of Black Studies and Associate Professor of History at The University of Mississippi.**

CLARENCE DUBOSE – Bachelor of Science in Pharmacy, 1975. **He is owner/pharmacist of a pharmacy in Moss Point, Mississippi.**

FREDDIE EVERSON, M.D. – Bachelor of Arts majoring in Biology and Chemistry, 1974; Doctor of Medicine, 1978. **Dr. Everson is currently serving in the U.S. Air Force.**

DOROTHY HENDERSON – Master of Education, 1969. **She is an instructor in Education at The University of Mississippi.**

ROSE JACKSON – Bachelor of Arts in Education majoring in Journalism and English, 1979. **Ms. Jackson is a reporter for the Memphis Commercial Appeal.**

EDITH HICKINBOTTOM KELLY – Bachelor of Business Administration in Accountancy, 1973. **In Memphis, she is working as a Certified Public Accountant.**

JAMES MINOR – Bachelor of Arts in Political Science, 1969; Juris Doctor, 1972. **He is an Assistant Professor of Law at the University of Mississippi.**

BURNICE MORRIS – Bachelor of Arts in Journalism, 1973. **Mr. Morris works for the Dayton, Ohio Journal-Herald as a reporter.**

LARRY WARE – Bachelor of Arts in Education majoring in Social Studies, 1976; Master of Education in Guidance and Counseling, 1978. **He is a college counselor at East Arkansas Community College.**

MARK WISE – Bachelor of Science in Electrical Engineering, 1971. **He is an engineer in Jackson, Mississippi.**

PATRICIA TAYLOR WISE – Bachelor of Arts in Education majoring in Special Education (Speech

Therapy), 1973; Master of Communicative Disorders in Speech Pathology, 1976. **Ms. Wise is co-owner and consultant of an educational consulting firm in Jackson, Mississippi.**

Ole Miss, A Place to Grow

You can benefit most from an Ole Miss education because the University is known for academic excellence in the state as well as the nation. The University establishes a firm foundation for wise career selection by offering a wide variety of courses designed to introduce students to those elements which the business and industrial worlds, government, and the professions consider essential for advancement—such as English, natural sciences and social sciences. You may enroll in programs leading to careers in social work, journalism-radio-TV, pharmacy, microbiology, military service, engineering, teaching, banking, interior design, accounting, and government service, among many others.

[PHOTO OMITTED]

Black Awareness Week—a week of activity which celebrates the accomplishments of black people in America today. Through positive presentation of black people in politics, music, education, business, and entertainment, this special week of events provides a clear picture to the University community of the black students' interests and goals.

Black History Week—the biggest event sponsored by the Black Student Union and the Black Affairs Committee of the Associated Student Body. Prominent guests visit the

campus to speak on various aspects of black life in America. Past speakers include Julian Bond, Stokely Carmichael, and Benjamin Hooks. The week's events are designed to promote an appreciation of black culture.

[PHOTO OMITTED]

Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta—three black social sororities on the Ole Miss campus.

Alpha Phi Alpha, Omega Psi Phi, and Phi Beta Sigma—three black fraternities on the Ole Miss campus.

[PHOTO OMITTED]

You, too, can be an achiever at The University of Mississippi. Come to Ole Miss for the excellent career preparation and education we can give you, and for the living and growing experiences available here. We invite you to visit the University campus and see for yourself what we have to offer. We think you'll find all the challenges and opportunities that you seek in a college education. Become a part of Ole Miss. We want to see you here.

Black Activities at Ole Miss

Ole Miss is a school "where things are happening." There are many activities covering every aspect of campus life anxious to have your participation. Although black students contribute significantly to all types of programs at Ole Miss, there are several organizations geared to meet

the special needs of black students. These groups promote the heritage, culture, and lifestyle of the black race.

Black Student Union—a service, political and social organization designed to promote black interests. The BSU's purpose is to establish black awareness and to unify and maintain black identity.

Committee for Black Concerns—a committee formed by Chancellor Porter L. Fortune Jr. in 1978 to inform the University faculty and administration about the problems of black students on the Ole Miss campus.

Black Studies—an academic minor exploring black art, literature, and history. The courses concentrate on slavery, black revolutionary leaders, black leaders in America today, and the African heritage of the American Negro.

Black Student Union Choir—a fast growing part of Ole Miss, the Black Student Union Gospel Choir is composed of approximately 75 students who voluntarily devote a portion of their time each week to sing and experience fellowship together. They travel across the state as official ambassadors of the University.

Achievers

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PATRICIA TAYLOR WISE—Bachelor of Arts in Education majoring in Special Education (Speech Therapy), 1973; Master of Communicative Disorders in Speech Pathology, 1976. **Ms. Wise is co-owner and consultant of an educational consulting firm in Jackson, Mississippi.**

BOARD'S EXHIBIT 141

MINORITY STUDENTS

[PHOTO OMITTED]

We're For You!

Ole Miss
THE UNIVERSITY OF MISSISSIPPI

THE UNIVERSITY

The University of Mississippi is located in the rolling hills of north-central Mississippi, adjacent to the city of Oxford, an ideal college town. Memphis, one of the South's finest metropolitan areas, is only a little more than an hour's drive away.

The University was chartered in 1844 and had its first session in 1848 with 80 students in the College of Liberal Arts. Since that time, the University has grown to approximately 9,600 students pursuing degrees in more than 100 different areas of study.

The academic schools are divided into seven separate areas: the College of Liberal Arts, the Schools of Accountancy, Business Administration, Education, Engineering and Pharmacy, and the Law Center. If you are interested in graduate work, there are the Graduate School and the School of Law in addition to the Schools of Medicine, Nursing, Dentistry, and Health Related Professions at the Medical Center campus in Jackson.

Special support programs at Ole Miss include Honors as well as free tutorial programs, the student counseling center and a cooperative education program that alternates work and study time periods. Newly implemented

mentor programs ensure an easy transition into University life and provide ongoing support for those students who need extra help.

STUDENT AFFAIRS

Pre-Admissions

The Pre-Admissions Office serves as the primary information center for high school and junior college prospective students. Information related to admissions, housing, financial aid and scholarships, along with information on various academic and social programs, is available in this office. Tours of the campus for prospective students are given daily, Monday through Saturday. (Mon.-Fri. 8:15-4:45; Sat. 9-12)

Office of Pre-Admissions
Room 119, Lyceum Building
The University of Mississippi
University, MS 38677
Telephone: 800-222-5102 (in Mississippi)
(601) 232-7378 (out-of-state)

Admissions

Requirements to be instituted for the Fall Semester 1986:

A. Minimum ACT score of 15 or 720 SAT (Mississippi students **must** take the ACT.)

B. High School Units Required -

Subject	Units
English	4 – All must have substantial writing components.
Mathematics	3 – Algebra I*, Geometry, Algebra II or above

Subject	Units
Sciences**	3 – Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, Advanced Physics. (One unit must be laboratory based.)
Social Sciences	2½ – Must include U.S. History and American Government.
Required Electives	1 – Choose from a foreign language or mathematics (above Algebra II) or a science course from those listed above.

* Algebra I taken prior to the 9th grade fulfills the Algebra I requirement but does not negate the need for three units of math in grades 9-12.

** Neither "General Science" nor "Physical Science" is acceptable to meet the science requirement.

A Composite ACT score of 24 or SAT score of 1000 exempts students from the specific high school unit requirements.

Students who have no more than one deficiency may be admitted if the appropriate sub-test score on the ACT is at least 18.

Office of Pre-Admissions (see above)

[PHOTO OMITTED]

Academic Advising

Academic advising is a continuous process by which students are assisted in choosing a major, in selecting appropriate courses, in evaluating progress and in meeting degree program requirements.

At Ole Miss, each School or College has an advising coordinator. Dr. Jean Jones in the Department of Student Development (203 Lyceum) coordinates the overall advising system. Some schools have a centralized system (a few people do all the advising), and others have a decentralized system (each student is assigned a faculty member in his/her degree specialty). A centralized system is offered in the Schools of Accountancy and Business Administration and for freshmen in the School of Pharmacy. A decentralized system is offered in the College of Liberal Arts, the Schools of Education and Engineering, for students beyond the freshman level in the School of Pharmacy and for students in the Court Reporting Program in the Law Center.

Transferring to Ole Miss

A student transferring to the University from a regionally accredited institution of higher learning may be admitted in good standing if four basic requirements are met. To qualify you should:

1. submit an official transcript from each college previously attended.
2. have an overall grade point average of at least 2.0 on a 4.0 scale on all course work attempted.
3. be eligible to return to the last college attended.
4. show proof of an American College Test (ACT) composite score of 15 or Scholastic Aptitude Test (SAT) of 720 earned before your first college enrollment *if the following course requirements have not been met:*

6 semester hours of English Composition,
3 semester hours of College Algebra or above,
6 semester hours of Laboratory Science,
9 semester hours of Transferable Electives.

Official score reports from the testing services or scores recorded in official high school or college transcripts are acceptable.

Undecided Majors

If you haven't chosen a major, you can declare yourself an "undecided major" in the College of Liberal Arts, or you can ask your adviser to help plan a program flexible enough for change. A number of students each year declare themselves "undecided," and changing majors is easy to do, particularly in your first couple of years at the University. To change your major, go to the Office of the Dean or to the Advising Coordinator in the School to which you would like to change.

Additionally, the Department of Student Development provides career counseling, and an elective course, Career and Life Planning, is also offered.

Department of Student Development
Room 203, Lyceum Building
University, MS 38677

Student Activities

The Office of Student Activities exists for your benefit. The assistant dean of students is ready to help with any special problems that you may encounter when you make the transition from home to college. Our purpose in this office is to provide you with direction and information that will ease this transition period. Remember, we are here to assist you, and because of you, we are here.

Office of Student Activities
Room 200, Lyceum Building
University, MS 38677

[PHOTO OMITTED]

Counseling

Three innovative programs, designed to help students ease into their new environment, have been developed in the last few years. These are MENTOR, VIP and SMILE.

MENTOR (Maintaining Excellence by Nurturing Toward Opportunities for Retention) is targeted toward assisting minority students in adjusting to the college campus. University faculty members serve as special mentors to develop rapport and friendship with the students.

VIP (Mentoring for VIP students) was started to recruit academically superior students and to provide special stimulation for them through their relationship with faculty mentors who challenge these gifted students to reach their maximum potential through studies and outside exploration.

SMILE (Students Motivating the Inter-Communicative Learning Environment) sets up a counseling network for minority students or those students with grade point averages under 2.0 with a goal of retention of currently enrolled students. It is an effort to make all students feel welcome at the Univesity and to feel a part of the Ole Miss experience.

Division of Student Affairs
Room 200, Lyceum Building
University, MS 38677

Learning Development Center (LDC)

Any Ole Miss student who could benefit from free tutoring in basic skills such as reading, writing, mathematics, studying or English as a second language may be helped by the Learning Development Center. Usually a student seeking help will be tutored by graduate assistants, although other undergraduate students and faculty members are available at certain times on a voluntary basis. The center is especially helpful for those students enrolled in developmental studies at the University.

The LDC has been serving students since the fall of 1976 and is open Monday through Friday from 9 a.m. - 4 p.m. and evenings from 6 p.m. to 10 p.m. The center is located on the lower level of the John Davis Williams Library in the Reserve Room area.

Learning Development Center
110 John Davis Williams Library
University, MS 38677

Pre-College Conference

Throughout the summer Ole Miss conducts a series of pre-registration conferences so that you can meet with counselors and advisers who will answer your questions about career choices, majors, courses and credits. In fact, your counselor or adviser will help you select the course of study which best suits your aptitudes and career interests. You will be able to take aptitude tests and the ACT if you haven't already done so, and to pre-register so you won't have to worry about classes filling up in the fall. There are

several conferences throughout the summer, and you can pick the one that best fits into your schedule.

Department of Student Development
Room 203, Lyceum Building
University, MS 38677

Career Services and Placement

The University of Mississippi's Career Services and Placement Office helps students and alumni in the areas of career exploration, career assessment, summer employment and professional employment upon graduation.

The office coordinates an extensive on-campus interview program, bringing together those who register with representatives from business, industry, government agencies and educational institutions. In addition, the office maintains and refers registrants' credentials to prospective employers; compiles and distributes job announcement bulletins; conducts career planning classes, workshops and job search seminars; maintains a career information center; and serves as a cosponsor of the annual minority career seminar.

Students are encouraged to familiarize themselves with and to use Career Services and Placement early in their college years, ideally, long before the graduation semester.

Career Services and Placement
Room 303, Lyceum Building
University, MS 38677

Afro-American Studies Program

Afro-American Studies coordinates the academic focus on the Black experience at the University. The program offers

introductory courses, advanced courses in history (e.g., the Black Experience in Mississippi), cultural studies (e.g., Richard Wright, art) and social/behavioral studies (e.g., Black Politics). Courses meet the new University core requirement, serve as electives in several majors and can lead to a minor in Afro-American Studies. These courses are valuable for self-awareness, cross-cultural understanding and career advancement. Research seminars, films, speakers, art exhibits and trips to scholarly research conferences are sponsored by the program. The major research project focuses on The Black Experience in Mississippi and the migration of Mississippians to northern cities such as Chicago.

Afro-American Studies Program
303 Barr Hall
University, MS 38677
(601) 232-5977

[PHOTO OMITTED]

The Center for the Study of Southern Culture

The Center for the Study of Southern Culture is a pioneering model for the nation's regional study programs. It brings together a broad panorama of cultural experiences in an academic environment. Projects include the Encyclopedia of Southern Culture, films, records, publications, the international *Living Blues* magazine and newsletter, and the Jimmie Rodgers Memorial Association.. For further information:

Southern Studies Program
Center for the Study of Southern Culture
The University of Mississippi

University, MS 38677
Telephone: (601) 232-5993

FINANCIAL AID

More than 50 percent of Ole Miss students receive financial aid from federal, state or University sources in the form of loans, grants, scholarships and employment. Currently, Ole Miss participates in the following federally funded financial aid plans: Pell Grants, National Direct Student Loans, Guaranteed Student Loans, Work Study and Health Professions Student Loans.

If you plan to apply for financial aid at Ole Miss, there are three steps to follow to make sure you're eligible.

1. Apply for admission to the University. (Forms are available from your high school counselor or from the Ole Miss Office of Admissions. The University of Mississippi, University, MS 38677.)
2. Complete a Financial Aid Form (FAF) by March 1 and mail to the College Scholarship Service, P.O. Box 2700, Princeton, NJ 08541. The University of Mississippi CSS code is 1840. (The FAF is required of all students seeking awards when financial need is a factor. Even students seeking University merit scholarships are encouraged to file an FAF since many scholarships weigh financial need before being awarded.)
3. File a University Application for Financial Aid by April 1.

A brochure, *Financial Aid at Ole Miss*, listing loans, grants, scholarships and forms of employment, is available from the Financial Aid Office, The University of Mississippi, University, MS 38677.

Remember: The March 1 and April 1 dates are important since all awards are made on the basis of the filing of timely applications and forms.

HOUSING

Residence hall life is an enriching part of campus living. It provides chances to build close friendships. The residence halls at the University contain lounges, laundry facilities and kitchens. The rooms have essential furniture and are planned for two students per room. Local television service and TV cable hookups are included in the basic residence hall fee.

Single students who have completed fewer than 27 semester hours are required to sign a reduced rate housing contract for the academic year, and must live on campus except in the following cases:

1. when there are substantial medical reasons for not doing so.
2. when living with parent or legal guardian.

[PHOTO OMITTED]

Students with fewer than 27 hours will be required to live in freshman halls. (See back of housing application for hall designations.)

After receiving a completed application and $50 deposit, the Department of Housing and Residence Life will forward to the applicant a housing contract. Students who have earned more than 27 semester hours have the choice of signing either a reduced rate academic year contract for housing and meals or standard semester contracts for housing and/or meals. Assignments for the fall semester are generally made in early May.

FOOD SERVICES

University Food Services offers a variety of options to fit the nutritional needs of Ole Miss students. For those interested in the convenience of 21 meals per week on campus, there is the Meal Plan, at a cost of $625 per semester. Diner's Express is a unique food payment plan, which works on a declining balance system similar to a credit card system in reverse. You deposit money into an account, and each of your purchases is automatically charged against that account. Under either method, Meal Plan or Diner's Express, students are able to dine in all Food Service locations on campus.

OPPORTUNITIES FOR SUCCESS

There are many Ole Miss Black Alumni who have proved that Ole Miss does provide opportunities that last a lifetime and who are enjoying successful careers in the state and throughout the nation. Their areas of expertise cover a variety of career possibilities – as pharmacists, attorneys, consultants in a number of fields, certified public accountants, journalists, professional athletes, government employees and appointees, judges, product researchers, teachers, hospital administrators, engineers, computer specialists and medical professionals among others. The Career Alumni Network assists Ole Miss graduates even before graduation in making contacts with alumni in similar fields of interest and in getting a jump on the job market. A few examples are:

[PHOTO OMITTED]

Reuben Vincent Anderson – Juris Doctor. He is Mississippi's first Black State Supreme Court Justice.

Harold Blakely – Bachelor of Science in Pharmacy. He is director of pharmacy at the Delta Medical Center in Greenville, MS.

Thad Bridges – Bachelor of Business Administration. He is executive manager of the Mississippi Family Health Center in Jackson, MS.

Danny Covington – Bachelor of Arts; Masters in Criminal Justice. He is currently serving as district manager for Congressman Webb Franklin in the 2nd District in Mississippi.

Rose Jackson Flenorl – Bachelor of Arts in Journalism. She is currently a systems engineer with IBM Corporation in Memphis, TN.

Syria Sturdivant Grady – Bachelor of Arts; Juris Doctor. She is an attorney in Meridian, MS.

Jerry Michael Harris – Bachelor of Science in Electrical Engineering. Dr. Harris is conducting product research for Exxon in Houston, TX.

William Jordan – Juris Doctor. He is senior staff attorney with Litton Industries in Pascagoula, MS.

Edith Hickenbotton Kelly – Bachelor of Business Administration in Accountancy. She is a certified public accountant (C.P.A.) in Memphis, TN.

Leonard Morris – Bachelor of Arts in Education. He is coordinator of Federal-State Programs and Realtors in Batesville, MS.

Otis Sandford – Bachelor of Journalism. He is currently serving as a reporter for *The Commercial Appeal* in Memphis, TN.

Jerald Ulmer – Bachelor of Public Administration in Urban Administration; Master of Health Care Administration. He is a hospital administrator with the U.S. Navy.

Earnest Watson – Bachelor of Accountancy. He is currently serving as warranty administrator for General Electric Company in Cincinnati, OH.

Patricia Wise – Bachelor of Arts in Education; Juris Doctor. She is an attorney with Dockins and Wise Law Firm in Jackson, MS.

STUDENT ORGANIZATIONS

Student organizations are the extras of college life and provide opportunities to expand your interests or to enjoy the company of people with similar interests. At Ole Miss you may choose from more than 150 organizations – recognition, professional, special interest and social groups. In addition, *The Daily Mississippian*, student government, the *Ole Miss* annual, and a variety of student committees provide outlets for professional and personal growth.

Black Student Union

The Black Student Union is a service, political and social organization designed to promote Black interests. The BSU's goal is to establish Black awareness and to unify and maintain Black identity. Membership is automatic.

Elections for BSU officers occur in the spring. The BSU is governed by an executive board selected by BSU members. Cultural events are sponsored to give students social and cultural enrichment at Ole Miss.

The month of February is Black History Month and is full of events for the University community. There are nationally known speakers, movies and educational seminars. Also, the BSU sponsors talent shows and discussions throughout the year.

Another element is the Black Student Union Gospel Choir which is a growing part of Ole Miss. It is comprised of approximately 75 students who voluntarily devote a portion

of their time each week to sing and experience fellowship together. They travel across the state as official ambassadors of the University.

[PHOTO OMITTED]

Black Campus Ministry

The Black Campus Ministry is an organization offering a program of international spiritual development for students. Religious activities are designed to provide a linkage between community churches and University students. All students are encouraged to participate in monthly programs. The campus minister is available for counseling on Thursday at 5 p.m. in the Old Chapel 317 and at other times by appointment. Second Baptist Church on Jackson Avenue has Worship Service at 11 a.m. and Training Union at 5 p.m. on Sunday and Bible Study at 7:30 p.m. on Wednesday. For more information, contact Reverend Leroy Wadlington, campus minister, 234-7868.

Society of Black Engineering Students (SBES)

Membership in SBES is open to all University students dedicated to promoting the advancement and academic development of Black students enrolled in engineering and computer science. The society of Black Engineering Students is a chartered member of the National Society of Black Engineers.

African Student Union

The African Student Union is a non-political organizatioln which brings all African students of The University of

Mississippi together for the purpose of advancing members' welfare. The Union takes active part in all social activities on campus, including the International Melting Pot Festival.

Black American Law Student Association

The Black American Law Student Association (BALSA) acquaints law students with professional problems and responsibilities. The goals of BALSA are to articulate and promote the professional needs and goals of Black American law students, to foster and encourage professional competence, to focus upon the relationship of Black lawyers to the American legal structure, to instill in the Black attorney and law student a greater awareness and commitment to the needs of the Black community. BALSA has workshops each year to disseminate valuable legal information.

National Association for the Advancement of Colored People (NAACP)

The purpose of the NAACP on the Ole Miss campus is to enhance the educational opportunities of students enrolled at Ole Miss.

GREEK ORGANIZATIONS

Each Black Greek organization has individual purposes, but they all share at least one common goal – promoting unity among Black college students. Black fraternities and sororities also share the responsibility of promoting leadership, scholarship and community service.

Represented on the Ole Miss campus are: Alpha Kappa Alpha, Delta Sigma Theta and Zeta Phi Beta sororities. Fraternities are: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi and Phi Beta Sigma.

[PHOTO OMITTED]

Alpha Kappa Alpha

By exemplifying their principles of scholarship, leadership and friendship, Alpha Kappa Alpha, established at Ole Miss on May 12, 1974, contributes to all phases of campus life. The first Greek-letter organization for Black women, Alpha Kappa Alpha was founded at Howard University in Washington, D.C., in 1908.

Delta Sigma Theta

Delta Sigma Theta is a Greek-letter society having over 100,000 members. There are 700 chapters grouped into seven regions according to their geographic area. They are located in 45 states, the District of Columbia, the Virgin Islands and the Republic of Haiti in the Caribbean and in Liberia, West Africa. Delta was founded at Howard University in Washington, D.C., on January 13, 1913.

Zeta Phi Beta

Zeta Phi Beta was organized at Howard University on January 16, 1920. It was the idea of the founders that the sorority would reach college women in all parts of the country who were sorority-minded and who desired to follow up the ideals of finer womanhood, scholarship, sisterly love and community service. The Zetas choose women who have high scholastic achievement and who desire to follow the ideals of the sorority.

Alpha Phi Alpha

Alpha Phi Alpha was founded at Cornell University in

1906. In the spring of 1978, the University of Mississippi welcomed Alpha Phi Alpha to its campus. Proudly wearing the colors black and gold, its members have proved themselves active in all phases of campus life.

Kappa Alpha Psi

Founded January 5, 1911, at the University of Indiana, Kappa Alpha Psi is the newest fraternity on campus, established in September of 1982. Kappa men have involved themselves in many campus and community activities. They are especially proud of the number of members associated with the Rebel athletic programs.

Omega Psi Phi

The Eta Zeta Chapter of Omega Psi Phi is a fraternity boasting men involved in all aspects of The University of Mississippi. In community activities and in campus life, in athletics and organizations, the Omega Psi Phis are there exemplifying ideals of leadership and brotherhood.

Phi Beta Sigma

Phi Beta Sigma, the social fraternity known for serving humanity, was founded January 9, 1914, at Howard University, and made its way to Ole Miss in the spring of 1975. In any facet of campus life, a Phi Beta Sigma can be depended on for duty.

ATHLETICS

Black student athletes have played a major role in Ole Miss sports. Sporting events are always a part of the excitement at the University.

[PHOTO OMITTED]

[PHOTO OMITTED]

CULTURAL INSIGHTS

Various programs are sponsored or cosponsored by the BSU, including a Speaker's Forum. In the past, a number of nationally known Black leaders have appeared on the Ole Miss campus including:

Dr. Emmit Burns, local and national civil rights activist

Charles Evers, former mayor of Fayette, Mississippi

Ismail Jamal, founder and director of the Institute of Self-Healing

James Meredith, civil rights activist

Haki Madhubute (formerly Don Lee), poet, writer, publisher and community activist

Dr. Conrad Worrill of Chicago, Illinois, who discussed "The Black Liberation Movement and Implications for Organizing in the 80s"

Dr. Margaret Walker Alexander, distinguished novelist and educator who was the keynote speaker during the 20th Anniversary program of the Admission of Black Students to the University.

Yvonne Braithwaite-Burke, attorney-at-law and former member of United States Congress.

Wendell Gunn, assistant director for commerce and trade in the Office of Policy Development in the Reagan Administration

Alex Haley, author, historian and lecturer who is world renowned for *Roots*

Constance Baker Motley, chief judge, United States District Court, Southern District of New York

A. Leon Higginbotham Jr., judge, United States Circuit Court of Appeals for the Third Circuit

Alan Page, attorney and former Chicago Bears star

Leontyne Price, internationally acclaimed operatic superstar who became the University's first honorary alumna during the centennial observance of the admission of women to Ole Miss

FACULTY AND STAFF

There are a number of Black faculty and staff members at the University, all of whom are willing to help you with any special problems that may arise. We're sure you'll find all the faculty and staff willing to advise and counsel you on academic matters and to provide support when you need it.

WE'RE FOR YOU!

Black students play a vital role in making the University what it is by being involved in every aspect of student life, whether chairing student committees such as the RHA Judicial Council or the Minority Concerns Committee, being active in intramural or intercollegiate athletics, marching with the "Pride of the South," serving as ambassadors or hosts to campus guests, participating in the Miss Ebony Pageant or running for Homecoming queen.

A LEGACY OF ACHIEVEMENT

Academic excellence has been the foremost pursuit of The University of Mississippi for more than 130 years—an ideal that has remained fresh and vibrant and as ever-changing as the generations of graduates who know us affectionately as Ole Miss.

Most importantly, the University has achieved true international stature for its blending of scholarship and research, public service, and athletic success. Ours is the proud history of a pioneer, but it serves only as prologue to our vision of a greater future.

VISION FOR TOMORROW

The Afro-American Studies Program at the University is one of only three such programs in the state. It is the only program at a comprehensive university in Mississippi.

The University ranks first in Mississippi, 5th among all public universities and 21st among all U.S. colleges and universities in the production of Rhodes Scholars. Ole Miss has had 22 students chosen for the honor; there are 24 among University alumni.

The School of Accountancy is one of the few administered separately at an American university. Fully accredited, it produces graduates finely tuned to modern business and its technology. It offers the only full accredited graduate program in Mississippi.

Mississippi's only schools for Pharmacy, Medicine, Dentistry, and Health Related Professions are at Ole Miss.

Engineering research on Mississippi's plentiful lignite coal deposits are geared to find efficient ways to use it in energy production. Projects involve gasification and fluidized bed combustion.

The Sarah Isom Center for Women's Studies and its curriculum of study were the first such academic programs to be established in Mississippi and continue to set the pace for scholarship.

Chemistry professors are making new inroads in building organic molecules which herald a new era in electronic circuitry.

The University's debate team consistently ranks among the nation's best.

The world-wide Faulkner and Yoknapatawpha Conference attracts scholars of the Nobel Prize-winning author from throughout the world.

We have told you and shown you about some of the happenings at The University of Mississippi. We sincerely hope that you decide to continue your formal education at Ole Miss. We are prepared to tell you more about why we think Ole Miss is for you and how we can provide you with tremendous opportunities that last a lifetime.

[PHOTO OMITTED]

SHAPING UP THE STATE

There are six regional counselors for the University. Their job is to spread the word about Ole Miss across the state. The six counselors are placed in special districts across Mississippi. Find your area and then locate the person assigned to you. When you want to know more about The University of Mississippi, contact your designated counselor. She's nearby and ready to help.

Out-of-state students can obtain information about the University by writing or calling the Office of Pre-Admissions, University, MS 38677; (601) 232-7378.

Brenda Jones—her territory includes the whole state. She specializes in minority recruitment and is based on the Oxford campus. You may write Ms. Jones through the University's Office of Pre-Admissions, University, MS 38677; telephone (601) 232-7378 or toll free at 1-800-222-5102.

Susan Jones—of Jackson, serves the state's Central region, from Madison to Amite County (including Jackson). Students in this region may write Ms. Jones at 2064 Brecon Drive, Jackson, MS 39211.

Robin Street—of Oxford, serves North Mississippi including her home county of Lafayette, the area from DeSoto to Monroe County as well as Memphis. Contact Ms. Street through the University's Office of Pre-Admissions, University, MS 38677; telephone (601) 232-7378 or toll free at 1-800-222-5102.

Janie Guice—of Biloxi, serves the state's Coastal region, which includes counties from Pike to Jackson County. Students on the coast can reach Ms. Guice at P.O. Box 6382, Biloxi, MS 39532, telephone (601) 392-6479.

Jane Tannehill—of Union, serves the state's East-Central region including her home county, Newton, and from Choctaw to Clarke counties. She can be reached at P.O. Box 87, Union, MS 39365, telephone (601) 774-9570.

Lisa Williamson—of Greenville, serves the Delta area, from Tunica to Warren County. Students in the Delta may reach Ms. Williamson at 1617 East David Circle, Greenville, MS 38701; telephone (601) 332-2399.

The University of Mississippi
Office of Admissions and Records
University, Mississippi 38677
(601) 232-7226 or
Toll free in Mississippi: 1-800-222-5102

A LEGACY OF ACHIEVEMENT WITH VISION FOR TOMORROW

The University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against

anyone protected by law because of age, creed, color, national origin, race, religion, sex, handicap, veteran or other status.

[APPLICATION FORM OMITTED]

BOARD'S EXHIBIT 142

OLE MISS

The University of Mississippi

Share
the
Excitement
Share
the
Success

The
Black
Experience
at Ole Miss

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We're
Serious
About
Your Education

Introduction

Welcome to The University of Mississippi. This brochure, a preview of the activities and people at Ole Miss, has been designed especially for you as you prepare for your college years. As you embark on a totally new and exciting way of life, you will become acquainted with new and different people, experience varied educational programs, and become caught up in something unique.

A recent poll of Black students at Ole Miss showed that nearly 95 percent said they chose Ole Miss because of its strong academic reputation. There is, students say, an air of excitement surrounding academics at the University. Educational programs are often tailored to fit the needs of students, and there is a close relationship between faculty and students. More than 70 percent of the Ole Miss faculty hold doctoral or other terminal degrees, and that percentage is even higher in certain academic areas.

The academic schools are divided into six separate areas: the College of Liberal Arts, the Schools of Accountancy, Business Administration, Education, Engineering and Pharmacy. If you are interested in graduate work, there are the Graduate School and the School of Law, and, in Jackson, the Schools of Medicine, Nursing, Health Related Professions, and Dentistry.

Special support programs at Ole Miss include Honors as well as free tutorial programs, the student counseling center and a cooperative education program that alternates work and study time periods.

You deserve the best. We are anxious to see your name placed on a growing list of Black Ole Miss graduates who are happy with their education, who have found a degree from Ole Miss makes a difference, and who have careers to prove it.

Ole Miss in General

The University of Mississippi is located on 1,945 beautiful acres in the north-central section of the state adjacent to the city of Oxford, an ideal college town. Memphis, one of the South's finest metropolitan areas, is only a little more than an hour's drive away.

The University was chartered in 1844 and had its first session in 1848 with 80 students in the College of Liberal Arts. Since that time, the University has grown to 9,600 students pursuing degrees in more than 120 different areas.

We Are Ole Miss!

Black students at Ole Miss are involved in the total educational experience. They contribute significantly to the new Ole Miss. You'll find individuals participating in academic honoraries, social organizations, athletics, religious groups, special interest clubs, and much more. All of these groups help to promote the heritage, culture and black experiences of proud Ole Miss students.

Offices

Office of Student Activities

The Office of Student Activities exists for your benefit. The assistant director of student activities for minority affairs stands ready to help with any special problems that you may encounter when you make the transition from home to college. Our purpose in this office is to provide you with direction and information that will ease this transition period. Every student needs help at one time or another with personal, academic or financial aid prob-

lems. We won't pretend to have all the answers, but we pledge to put you in contact with someone who does.

Remember, we are here to assist you, and because of you, we are here. For additional information, write:

Office of Student Activities
Room 200, Lyceum Building
University, MS 38677

Pre-Admissions

The Pre-Admissions Office serves as the primary information center for high school and college prospective students. Information related to admissions, housing, financial aid and scholarships, along with information on various academic and social programs, is available in this office. Tours of the campus for prospective students are given daily, Monday through Saturday. If you as a Black student need special assistance in these areas, please contact this office:

Pre-Admissions
Room 119, Lyceum Building

Pre-College Conference

Throughout Mississippi and the South it's well known that Ole Miss is "serious about your education." That's the reason the University developed a summer program pre-registration—to allow you to prepare the ground so that you can proceed to the business of being serious about your education from the very first day. This is not to say you won't find life at Ole Miss exciting and fun when fall classes begin. You will. There will be time to renew old friendships and to begin new ones, time to enjoy sports, entertainment and social activities. At Ole Miss you'll find a balance of academics and zestful living made even more meaningful by participation in the summer pre-

registration program designed especially for you. During a Pre-College Conference on the Oxford campus, you'll meet with counselors and advisers who'll answer your questions about career choices, majors, courses, credits. In fact, your counselor or adviser will help you select the course of study which best suits your aptitudes and career interests.

For additional information call:
Department of Student Development
Room 203, Lyceum Building
University of Mississippi
University, MS 38677

Admission

To qualify for admission to Ole Miss, Mississippi students should have a composite score on the American College Test (ACT) of 15 or higher. Out-of-state students may take the Scholastic Aptitude Test (SAT); minimum SAT score requirement is 720.

For more information contact:
Office of Pre-Admissions
Room 119, Lyceum Building
The University of Mississippi
University, MS 38677

Academic Advising

Academic advising is a continuous process by which students are assisted in choosing a major, in selecting appropriate courses, in evaluating progress and in meeting degree program requirements.

At Ole Miss, each School or College has an advising coordinator. Dr. Jean Jones in the Department of Student Development (203 Lyceum) coordinates the overall advisory system. Some Schools have a centralized system (few people do all the advising) and others have a centralized system (each student is assigned a faculty member in his/her degree specialty). A centralized advising system is offered in the Schools of Accountancy and Business Administration and for freshmen in the School of Pharmacy. A decentralized system is offered in the College of Liberal Arts, the Schools of Education and Engineering and for students beyond the freshman level in the School of Pharmacy.

Undecided Majors

If you haven't chosen a major, don't worry. Declare yourself an "undecided major" in the College of Liberal Arts OR ask your adviser to help plan a program flexible enough to allow for change. Additionally, the Department of Student Development provides career counseling. An elective course, Career and Life Planning, is also offered.

Changing Majors

Changing majors is easy to do. Many students change majors before finding the area that is best for them. To change your major, go to the Office of the Dean or to the Advising Coordinator in the School to which you would like to change. For additional information contact:

Department of Student Development
Room 203, Lyceum Building
University, MS 38677

Career Services and Placement

The University of Mississippi's Career Services and Placement is an office that helps students and alumni in the areas of career exploration, career assessment, summer employment and professional employment upon graduation.

Career Services and Placement coordinates an extensive on-campus interview program, bringing together those who register with representatives from business, industry, government agencies and educational institutions.

In addition, the office maintains and refers registrants' credentials to prospective employers; compiles and distributes job announcement bulletins; conducts career planning classes, workshops and job search seminars; maintains a career information center; and serves as a cosponsor of the annual minority career seminar.

Students are urged to familiarize themselves with and to use Career Services and Placement early in their college years, ideally long before the graduation semester.

For additional information contact:
Career Services and Placement
Room 303, Lyceum Building
University, MS 38677

Learning Development Center (LDC)

Any Ole Miss student who could benefit from free tutoring in basic skills such as reading, writing, mathematics, studying or English as a second language may be helped by the Learning Development Center (LDC). Usually a student seeking help will be tutored by graduate assistants, although other undergraduate students and faculty members are available at certain times on a voluntary

basis. The Center is especially helpful for those students enrolled in developmental studies at the University.

The Learning Development Center has been serving students since the fall of 1976. The Center is open Monday through Friday from 9 a.m. to 4 p.m. and evenings from 6 p.m. to 10 p.m. The LDC is located on the lower level of the John D. Williams Library in the Reserve Room area.

For additional information contact:
Learning Development Center
The University of Mississippi
University, MS 38677

Afro-American Studies Program

At Ole Miss Afro-American Studies is a growing endeavor. We hope you will join in the excitement created by the interdisciplinary focus we bring to the University since our future and your future will be much brighter when you do. The Afro-American Studies program contributes to the intellectual life on campus by sponsoring cultural events and forums with nationally recognized speakers. In addition to a major program celebrating the birthday of Dr. Martin Luther King Jr., Afro-American Studies promotes National Civil Rights Day in November. Symposia on Black Images in the American Media, and Student-Faculty Relations have been conducted as well.

For further information:
Afro-American Studies Program
The University of Mississippi
University, MS 38677

Financial Aid

More than 50 percent of Ole Miss students receive financial aid from federal, state or University sources in the

form of loans, grants, scholarships and employment. Currently, Ole Miss participates in the following federally funded financial aid plans: Pell Grants (formerly known as BEOG), National Direct Student Loans, Guaranteed Student Loans, Work-Study, and Health Professions Student Loans.

If you plan to apply for financial aid at Ole Miss—loan, grant, scholarship or employment—there are three steps to follow to make sure you're eligible.

1. Apply for admission to the University. (Forms are available from your high school counselor or from the Ole Miss Office of Admissions, The University of Mississippi, University, MS 38677.)
2. Complete a Financial Aid Form (FAF) *by March 1* and mail to College Scholarship Service, P.O. Box 2700, Princeton, NJ 08541. The University of Mississippi CSS code is 1840. (The FAF is required of all students seeking awards when financial need is a factor. Even students seeking University merit scholarships are encouraged to file an FAF since many scholarships weigh financial need before being awarded.)
3. File a University Application for Financial Aid *by April 1*.

A brochure, *Financial Aid at Ole Miss*, listing loans, grants, scholarships and forms of employment offered at Ole Miss, is available from the Financial Aid Office, The University of Mississippi, University, MS 38677.

Remember: The *March 1* and *April 1* dates are important since all awards are made on the basis of the filing of timely applications and forms

Housing

Student housing includes residence halls (eight for men and 13 for women), married student apartments and mobile home park. Residence hall rooms provide each occupant with a single bed, desk, lamp, closet and drawer space. Each room has a telephone and a hookup for cable television. Students supply their own linen, pillows and personal items. Bathrooms are located conveniently on each floor. The Student Housing Office has room and window sizes for each residence hall and for campus apartments. There is also considerable off-campus housing.

Details about campus housing—rules and regulations, room assignments, refrigerators, air conditioning—are contained in the booklet *Living on Campus at Ole Miss*, which is available from Student Housing, The University of Mississippi, University, MS 38677.

To reserve campus housing, you should:

1. Complete and return an Application for Student Housing (available from Student Housing, The University of Mississippi, University, MS 38677; the Office of Admissions; or from the back of the admissions booklet *We're Serious About Your Education),*
2. Submit a deposit of $50 with your application.

FOOD SERVICES

The Ole Miss Meal Plan offers students four meal plan options, all of which begin on the first day of registration and continue through the last day of examinations.

Plan	Meals Available	Cost Per Meal	Semester Cost
21 meals/week (7 days)	357	$1.67	$595.00
14 meals/week (7 days)	238	2.39	$570.00
15 meals/week (M-F)	255	2.12	$540.00
10 meals/week (M-F)	170	3.03	$515.00
5 meals/week (M-F)	85	3.64	$310.00

To make mealtime more versatile and convenient for your schedule, the Ole Miss Meal Plan does not limit students to eating only at the Cafeteria. Meal plan cards are also honored at the Union Cafeteria, the Union Grill and the Alumni House Snack Bar.

ACHIEVERS

Here are only a few of the many Ole Miss Black alumni enjoying successful careers in the state and throughout the nation.

REUBEN VINCENT ANDERSON – Juris Doctor, 1967. He is a circuit court judge in Hinds County and formerly served as County Court judge.

JERRY MICHAEL HARRIS, Ph.D. – Bachelor of Science in Electrical Engineering, 1973. Dr. Harris is conducting product research for Exxon in Houston, Texas.

WILLIAM JORDAN – Juris Doctor, 1972. He is senior staff attorney with Litton Industries in Pascagoula, MS.

GARY A. McGAHA, Ph.D. – Doctor of Philosophy in Political Science, 1976. Dr. McGaha is assistant to the president of Kentucky State University at Frankfort.

EDITH HICKINBOTTOM KELLY – Bachelor of Business Administration in Accountancy, 1973. She is a Certified Public Accountant (C.P.A.) in Memphis, TN.

BURNIS MORRIS – Bachelor of Arts in Journalism, 1973. Mr. Morris is city editor of the Atlanta (Ga.) *Constitution*.

CONSTANCE SLAUGHTER-HARVEY – Juris Doctor, 1970. She was appointed by Gov. William Winter as Director of the Department of Human Development for the State of Mississippi.

JERALD ULMER – Bachelor of Public Administration in Urban Administration; Master of Health Care Administration in Health Administration, 1975. He is a hospital administrator with the U.S. Navy.

LARRY WEEDEN – Bachelor of Arts in Journalism, 1972; Juris Doctor, 1975. He is an Assistant Professor of Law at North Carolina Central University in Durham.

ORGANIZATIONS

Black Student Union

The Black Student Union is a service, political and social organization designed to promote Black interests. The BSU's purpose is to establish Black awareness and to unify and maintain Black identity. Membership is automatic when you arrive.

Elections for BSU officers occur in the spring of each year. The BSU is governed by an executive board selected by BSU members. Cultural events are sponsored to give students social and cultural enrichment while they attend Ole Miss.

The month of February is Black History Month, and the month is full of events for the University community. There are nationally known speakers, movies and educa-

tional seminars for students to attend. Also, the BSU sponsors talent shows and discussions throughout the year.

[PHOTO OMITTED]

African Student Union

The African Student Union is a non-political organization which brings all African students of The University of Mississippi together for the purpose of advancing members' welfare. The Union takes active part in all social activities on campus, including the International Potluck Festival.

[PHOTO OMITTED]

Black American Law Student Association

The Black American Law Student Association (BALSA) acquaints law students with professional problems and responsibilities. The goals of BALSA are to articulate and promote the professional needs and goals of Black American law students, foster and encourage professional competence, focus upon the relationships of Black lawyers to the American legal structure, instill in the Black attorney and law student a greater awareness and commitment to the needs of the Black community to bring about meaningful change to meet the needs of the Black

Community. BALSA has workshops each year to disseminate valuable legal information that is beneficial.

[PHOTO OMITTED]

Freemasons

Foster-Murry Lodge No. 711 and Vinson's Jewels Court No. 711 are present at Ole Miss to provide students with fellowship and spiritual guidance and also to display the beautiful principles of Freemasonry to those who are interested. Their service projects include fall voter registration drive, participation in the American Cancer Society and the Red Cross blood drives.

[PHOTO OMITTED]

Society of Black Engineering Students (SBES)

Membership in SBES is open to all University students dedicated to promoting the advancement and academic development of Black students enrolled in Engineering and Computer Science. The society of Black Engineering Students is a chartered member of the National Society of Black Engineers.

[PHOTO OMITTED]

BLACK GREEK LETTER ORGANIZATIONS

Each Black Greek organization has individual purposes, but they all share at least one common goal – promoting unity among Black college students. Black fraternities and sororities also share the responsibility of promoting leadership, scholarship and community service.

Represented on the Ole Miss campus are: Alpha Kappa Alpha, Delta Sigma Theta and Zeta Phi Beta sororities. Fraternities are: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi and Phi Beta Sigma.

Alpha Kappa Alpha

By exemplifying their principles of scholarship, leadership and friendship, Alpha Kappa Alpha, established at Ole Miss on May 12, 1974, contributes to all phases of campus life here at The University of Mississippi. The first Greek-letter organization for Black women, Alpha Kappa Alpha was founded at Harvard University in Washington, D.C., in 1908.

[PHOTO OMITTED]

Delta Sigma Theta

Delta Sigma Theta is a Greek-letter society having over 100,000 members. There are 700 chapters grouped into seven regions according to their geographic area. They are located in 45 states, the District of Columbia, the Virgin

Islands and the Republic of Haiti in the Caribbean and in Liberia, West Africa, Delta was founded at Howard University in Washington, D.C., on January 13, 1913, by a group of 22 undergraduate women who, on February 18, 1913, secured a Certificate of incorporation for the infant sorority. The stated purpose of the founders was to establish a society to promote high cultural, intellectual and moral standards among its members, for its own benefit and for that of the larger society in which it existed.

[PHOTO OMITTED]

Zeta Phi Beta

Zeta Phi Beta was organized at Howard University on January 16, 1920. It was the idea of the founders that the sorority would reach college women in all parts of the country who were sorority-minded and who desired to follow up the ideals of finer womanhood, scholarship, sisterly love and community service. The Zetas choose intelligent women who have high scholastic achievement and who desire to follow the ideals of the sorority. Although they are a group of women involved in many activities, the women of Zeta Phi Beta assert that their purposes are to give help to the needy and aid to the retarded.

[PHOTO OMITTED]

Alpha Phi Alpha

Alpha Phi Alpha was founded at Cornell University in 1906. In the spring of 1978. The University of Mississippi welcomed Alpha Phi Alpha to its campus. Proudly wear-

ing the colors black and gold, its members have proved themselves active in all phases of campus life.

[PHOTO OMITTED]

Kappa Alpha Psi

Founded January 5, 1911, at the University of Indiana, Kappa Alpha Psi is the newest fraternity on campus, established in September of 1982. Kappa men have involved themselves in many campus and community activities. They are especially proud of the number of members associated with the Rebel athletic programs.

[PHOTO OMITTED]

Omega Psi Phi

The Eta Zeta Chapter of Omega Psi Phi is a fraternity boasting men involved in all aspects of The University of Mississippi. In community activities and in campus life, in athletics and organizations, the Omega Psi Phis are there exemplifying ideals of leadership and brotherhood.

[PHOTO OMITTED]

Phi Beta Sigma

Phi Beta Sigma, the social fraternity known for serving humanity, was founded January 9, 1914, at Howard University, and made its way to Ole Miss in the spring of 1975.

The frat promoting the colors of true blue and pure white was the intramural champion in basketball. In any facet of campus life, a Phi Beta Sigma can be depended on for duty.

[PHOTO OMITTED]

CULTURAL INSIGHTS

Various programs are sponsored or cosponsored by the BSU, including a Speaker's Forum. In the past, a number of nationally known Black leaders have appeared on the Ole Miss campus. In addition to the ones pictured here, there are a number of others including:

DR. EMMIT BURNS, local and national civil rights activist

CHARLES EVERS, former mayor of Fayette, Mississippi

ISMAIL JAMAL, founder and director of the Institute of Self-Healing

JAMES MEREDITH, civil rights activist

HAKI MADHUBUTE (formerly Don Lee), poet, writer, publisher and community activist

DR. CONRAD WORRILL of Chicago, Illinois, who discussed "The Black Liberation Movement and Implications for Organizing in the 80s."

[PHOTO OMITTED]

DR. MARGARET WALKER ALEXANDER, distinguished novelist and educator, who was the keynote speaker during the 20th Anniversary program of the Admission of Black Students to the University.

[PHOTO OMITTED]

YVONNE BRAITHWAITE-BURKE, Attorney-at-law, Los Angeles, California. Former Member of United States Congress.

[PHOTO OMITTED]

WENDELL GUNN, Assistant Director for Commerce and Trade in the Office of Policy Development in the Reagan Administration.

[PHOTO OMITTED]

ALEX HALEY, Author, Historian, and Lecturer. World renowned for his book, *Roots*.

[PHOTO OMITTED]

A. LEON HIGGINBOTHAM, JR., Judge, United States Circuit Court of Appeals for the Third Circuit.

[PHOTO OMITTED]

CONSTANCE BAKER MOTLEY, Chief Judge, United States District Court, Southern District of New York.

[PHOTO OMITTED]

Former Chicago Bears great, attorney ALAN PAGE.

Concerts

The Black Student Union and other student organizations have brought some of the best and most popular per-

formers to the campus, including the Commodores, the Neville Brothers, B.B. King, James "Son" Thomas, Leontyne Price, the Spinners and many more.

[PHOTO OMITTED]

THE COMMODORES at Ole Miss.

[PHOTO OMITTED]

Internationally acclaimed operatic superstar LEONTYNE PRICE performed at the University in the Centennial Observance of the admission of women to Ole Miss.

Ole Miss in Review

[PHOTO OMITTED]

Above, Black students are involved in every aspect of student life at Ole Miss. Anthony Grace is chairing the RHA Judicial Council.

[PHOTO OMITTED]

Former Chicago Bears all-pro, attorney Alan Page chats with law students Calvin Buchanan and Alvin Chase.

[PHOTO OMITTED]

Just as ice cream and apple pie go together, so do beautiful girls and pageants at Ole Miss. The five finalists above anxiously await the judges' decision at the Miss Ebony Pageant.

[PHOTO OMITTED]

JAMES MEREDITH, the first Black Judge to attend the University, reflects on his college days with 2nd year law student Johnny Parker.

[PHOTO OMITTED]

CLARA BELL MOORE competes in The Miss Ebony Pageant.

[PHOTO OMITTED]

JOHN HAWKINS, the University's first Black varsity cheerleader, is shown leading the Rebels in a cheer.

[PHOTO OMITTED]

Dr. Lucius Williams (left), Assistant Vice Chancellor for Academic Affairs, chats with author Alex Haley during his visit to the Ole Miss campus.

[PHOTO OMITTED]

Sporting events are always a part of the excitement at Ole Miss. Above is Phyllis Hairston performing at half-time.

[PHOTO OMITTED]

Black student athletes have played a major role in Ole Miss sports. Above left, all-American candidate James "Pearl" Harbour (25), is congratulated by teammates Michael Smith (91) and Kent Austin (5), after catching a

touchdown pass. On right, all-American Ralph Spry shows winning form on the track. Below left, all-conference candidate Eric Laird shoots another high percentage shot. Below right, all-American Eugenia Connors (43), drives for a lay-up.

[PHOTO OMITTED]

Summary

You have just viewed and read of happenings at The University of Mississippi. As one can easily see, Black students are involved in the total educational development process.

We sincerely hope you decide to continue your formal education at Ole Miss, so that we can point you in the right direction.

Whatever your decision, make it one that will help you grow educationally, spiritually, culturally and socially.

The University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, creed, color, national origin, race, religion, sex, handicap, veteran or other status.

BOARD'S EXHIBIT 143

INFORMATION FOR MINORITY STUDENTS

[PHOTO OMITTED]

(Ole Miss)

THE UNIVERSITY OF MISSISSSIPPI

WE'RE FOR YOU!

[PHOTO OMITTED]

One of my goals as Chancellor of The University of Mississippi is to continue the growth in the number of Black students enrolled at the University. If you want to develop your capabilities fully, Ole Miss is for you.

As a student at Ole Miss, you will be encouraged to focus and develop your interests, whether they be in student government, campus clubs, Greek or non-Greek organizations, religious life, or varsity or intramural athletics.

We are anxious to see your name placed on a growing list of Black Ole Miss graduates whose lives have been enriched by the education they received here. Their successful careers prove that it makes a difference to have a degree from Ole Miss.

Visit us at Ole Miss; we're for you!

[sig illegible]

THE UNIVERSITY

The University of Mississippi is located in the rolling hills of north-central Mississippi, adjacent to the city of Oxford, an ideal college town. Memphis, one of the South's finest metropolitan areas, is only a little more than an hour's drive away.

The University was chartered in 1844 and had its first session in 1848 with 80 students in the College of Liberal Arts. Since that time, the University has grown to approximately 9,600 students pursuing degrees in more than 100 different areas of study.

The academic schools are divided into seven separate areas: the College of Liberal Arts, the Schools of Accountancy, Business Administration, Education, Engineering and Pharmacy, and the Law Center. If you are interested in graduate work, there are the Graduate School and the School of Law in addition to the Schools of Medicine, Nursing, Dentistry, and Health Related Professions at the Medical Center campus in Jackson.

Special support programs at Ole Miss include Honors as well as free tutorial programs, the Student Counseling Center, and a Cooperative Education Program that alternates work and study time periods. Newly implemented mentor programs ensure an easy transition into University life and provide ongoing support for those students who need extra help.

STUDENT AFFAIRS

PRE-ADMISSIONS

The Pre-Admissions Office serves as the primary information center for high school and junior college prospective students. Information related to admissions, housing,

financial aid and scholarships, along with information on various academic and social programs, is available in this office. Tours of the campus for prospective students are given daily, Monday through Saturday. (Mon.-Fri. 8:15-4:45; Sat. 9-12)

Office of Pre-Admissions
Room 119, Lyceum Building
The University of Mississippi
University, MS 38677
Telephone: 800-222-5102 (in Mississippi)
(601) 232-7378 (out-of-state)

ADMISSIONS

Applicants must meet the following requirements:

A. Minimum ACT score of 15 or 700 SAT (Mississippi students must take the ACT.)

B. High School Units Required

Subject	Units
English	4 – All must have substantial writing components.
Mathematics	3 – Algebra I*, Geometry, Algebra II or above
Sciences**	3 – Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, Advanced Physics. One unit must be laboratory based.
Social Sciences	2½ – Must include United States History and American Government.

Subject	Units
Required Electives	1—Choose from a foreign language or mathematics [above Algebra II] or a science course from those listed above.

* Algebra I taken prior to the 9th grade fulfills the Algebra I requirement but does not negate the need for three units of math in grades 9-12.

** Neither "General Science" nor "Physical Science" is acceptable to meet the science requirement.

A Composite ACT score of 24 or SAT score of 980 exempts students from the specific high school requirements.

Students who have no more than one deficiency may be admitted if the appropriate sub-test score on the ACT is at least 18.

Academic Advising

Academic advising is a continuous process by which students are assisted in choosing a major, in selecting appropriate courses, in evaluating progress and in meeting degree program requirements.

At Ole Miss, each School or College has an advising coordinator. Dr. Jean Jones in the Department of Student Development (203 Lyceum) coordinates the overall advising system. A centralized system (a few people do all the advising) is offered in the Schools of Accountancy and Business Administration and for freshmen in the School of Pharmacy. A decentralized system (each student is assigned a faculty member in his/her degree specialty) is offered in the College of Liberal Arts, the Schools of Education and Engineering, for students beyond the freshman level in the School of Pharmacy and for students in the Court Reporting Program in the Law Center.

TRANSFERRING TO OLE MISS

A student transferring to the University from a regionally accredited institution of higher learning may be admitted in good standing if four basic requirements are met. To qualify you should:

1. submit an official transcript from each college previously attended,
2. have an overall grade point average of at least 2.0 on a 4.0 scale on all course work attempted,
3. be eligible to return to the last college attended,
4. show proof of an American College Test (ACT) composite score of 15 or Scholastic Aptitude Test (SAT) of 700 earned before your first college enrollment *if the following course requirements have not been met:*

6 semester hours of English Composition,
3 semester hours of College Algebra or above,
6 semester hours of Laboratory Science,
9 semester hours of Transferable Electives.

Official score reports from the testing services or scores recorded in official high school or college transcripts are acceptable.

LEARNING DEVELOPMENT CENTER (LDC)

Any Ole Miss student who could benefit from free tutoring in basic skills such as reading, writing, mathematics, studying or English as a second language may be helped by the Learning Development Center. Usually a student seeking help will be tutored by graduate assistants, although other undergraduate students and faculty members are available at certain times on a voluntary basis. The center is especially helpful for those students enrolled in developmental studies at the University.

[PHOTO OMITTED]

The LDC is open Monday through Friday from 9 a.m.-4 p.m. and evenings from 6 p.m. to 10 p.m. The center is located on the lower level of the John Davis Williams Library in the Reserve Room area.

Learning Development Center
110 John Davis Williams Library
University, MS 38677

[PHOTO OMITTED]

Afro-American Studies Program

Afro-American Studies coordinates the academic focus on the Black experience at the University. The program offers introductory courses, advanced courses in history (e.g., the Black Experience in Mississippi), cultural studies (e.g., Richard Wright, art) and social/behavioral studies (e.g., Black Politics). Courses meet the new University core requirement, serve as electives in several majors and can lead to a minor in Afro-American Studies. These courses are valuable for self-awareness, cross-cultural understanding and career advancement. Research seminars, films, speakers, art exhibits and trips to scholarly research conferences are sponsored by the program. The major research project focuses on The Black Experience in Mississippi and the migration of Mississippians to northern cities such as Chicago.

Afro-American Studies Program
303 Barr Hall
University, MS 38677
(601) 232-5977

THE CENTER FOR THE STUDY OF SOUTHERN CULTURE

The Center for the Study of Southern Culture is a pioneering model for the nation's regional study programs. It brings together a broad panorama of cultural experiences in an academic environment. Projects include the Encyclopedia of Southern Culture, films, records, publications, the international *Living Blues* magazine and newsletter, and the Jimmie Rodgers Memorial Association. For further information:

Southern Studies Program
Center for the Study of Southern Culture
The University of Mississippi
University, MS 38677
Telephone: (601) 232-5993

FINANCIAL AID

More than 50 percent of Ole Miss students receive financial aid from federal, state or University sources in the form of loans, grants, scholarships and employment. Currently, Ole Miss participates in the following federally funded financial aid plans: Pell Grants, National Direct Student Loans, Guaranteed Student Loans, Work Study and Health Professions Student Loans.

If you plan to apply for financial aid at Ole Miss, there are three steps to follow to make sure you're eligible.

1. Apply for admission to the University. (Forms are available from your high school counselor or from the Ole Miss Office of Admissions. The University of Mississippi, University, MS 38677.)

2. Complete a Financial Aid Form (FAF) by March 1 and mail to the College Scholarship Service, P.O. Box 2700, Princeton, NJ 08541. The University of Mississippi CSS code is 1840. (The FAF is required of all students seeking awards when financial need is a factor. Even

students seeking University merit scholarships are encouraged to file an FAF since many scholarships weigh financial need before being awarded.)

3. File a University Application for Financial Aid by April 1.

A brochure, *Information About Financial Aid*, listing loans, grants, scholarships and forms of employment, is available from the Financial Aid Office, The University of Mississippi, University, MS 38677.

Remember: The March 1 and April 1 dates are important since all awards are made on the basis of the filing of timely applications and forms.

HOUSING

Residence hall life is an enriching part of campus living. It provides chances to build close friendships. The residence halls at the University contain lounges, laundry facilities and kitchens. The rooms have essential furniture and are planned for two students per room. Local television service and TV cable hookups are included in the basic residence hall fee.

Single students who have completed fewer than 27 semester hours are required to sign a reduced rate housing contract for the academic year, and must live on campus except in the following cases:

1. when there are substantial medical reasons for not doing so.

2. when living with parent or legal guardian.

[PHOTO OMITTED]

Students with fewer than 27 hours will be required to live in freshman halls. (See back of housing application for hall designations.)

After receiving a completed application and $50 deposit, the Department of Housing and Residence Life will forward to the applicant a housing contract. Students who have earned more than 27 semester hours have the choice of signing either a reduced rate academic year contract for housing and meals or standard semester contracts for housing and/or meals. Assignments for the fall semester are generally made in early May.

FOOD SERVICES

University Food Services offers a variety of options to fit the nutritional needs of Ole Miss students. Diner's Express is a unique food payment plan, which works on a declining balance system similar to a credit card system in reverse. You deposit money into an account, and each of your purchases is automatically charged against that account.

OPPORTUNITIES FOR SUCCESS

There are many Ole Miss Black Alumni who have proved that Ole Miss does provide opportunities that last a lifetime and who are enjoying successful careers in the state and throughout the nation. Their areas of expertise cover a variety of career possibilities—as pharmacists, attorneys, consultants in a number of fields, certified public accountants, journalists, professional athletes, government employees and appointees, judges, product researchers, teachers, hospital administrators, engineers, computer specialists and medical professionals among others. The Career Alumni Network assists Ole Miss graduates even before graduation in making contacts with

alumni in similar fields of interest and in getting a jump on the job market. A few examples are:

[PHOTO OMITTED]

Reuben Vincent Anderson—Juris Doctor. He is Mississippi's first Black State Supreme Court Justice.

Harold Blakely—Bachelor of Science in Pharmacy. He is director of pharmacy at the Delta Medical Center in Greenville, MS.

Danny Covington—Bachelor of Arts; Masters in Criminal Justice. He is currently serving as district manager for Congressman Webb Franklin in the 2nd District in Mississippi.

Rose Jackson Flenorl—Bachelor of Arts in Journalism. She is currently a systems engineer with IBM Corporation in Memphis, TN.

William Jordan—Juris Doctor. He is senior staff attorney with Litton Industries in Pascagoula, MS.

Patricia Wise—Bachelor of Arts in Education; Juris Doctor. She is an attorney with Dockins and Wise Law Firm in Jackson, MS.

STUDENT ORGANIZATIONS

Black student organizations play a vital role in making the University what it is by being involved in every aspect of student life, whether chairing student committees such as the RHA Judicial Council or the Minority Concerns Committee, being active in intramural or intercollegiate athletics, marching with the "Pride of the South," serving as ambassadors or hosts to campus guests, participating in the Miss Ebony Pageant or running for Homecoming queen.

At Ole Miss you may choose from more than 150 organizations—recognition, professional, special interest and social groups. In addition, *The Daily Mississippian*, student government, the *Ole Miss* annual, and a variety of student committees provide outlets for professional and personal growth.

Black Student Union

The Black Student Union is a service, political and social organization designed to promote Black interests. The BSU's goal is to establish Black awareness and to unify and maintain Black identity. Membership is automatic.

Elections for BSU officers occur in the spring. The BSU is governed by an executive board selected by BSU members. Cultural events are sponsored to give students social and cultural enrichment at Ole Miss.

The month of February is Black History Month and is full of events for the University community. There are nationally known speakers, movies and educational seminars. Also, the BSU sponsors talent shows and discussions throughout the year.

Another element is the Black Student Union Gospel Choir which is a growing part of Ole Miss. It is comprised of approximately 75 students who voluntarily devote a portion of their time each week to sing and experience fellowship together. They travel across the state as official ambassadors of the University.

[PHOTO OMITTED]

Black Campus Ministry

The Black Campus Ministry is an organization offering a program of international spiritual development for

students. Religious activities are designed to provide a linkage between community churches and University students. All students are encouraged to participate in monthly programs. The campus minister is available for counseling on Thursday at 5 p.m. in the Old Chapel 317 and at other times by appointment. Second Baptist Church on Jackson Avenue has Worship Service at 11 a.m. and Training Union at 5 p.m. on Sunday and Bible Study at 7:30 p.m. on Wednesday. For more information, contact Reverend Leroy Wadlington, campus minister, 234-7868.

SOCIETY OF BLACK ENGINEERING STUDENTS (SBES)

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NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)

The purpose of the NAACP on the Ole Miss campus is to enhance the educational opportunities of students enrolled at Ole Miss.

GREEK ORGANIZATIONS

Each Black Greek organization has individual purposes, but they all share at least one common goal—promoting unity among Black college students. Black fraternities and sororities also share the responsibility of promoting leadership, scholarship and community service.

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Phi Beta Sigma, the social fraternity known for serving humanity, was founded January 9, 1914, at Howard University, and made its way to Ole Miss in the spring of

1975. In any facet of campus life, a Phi Beta Sigma can be depended on for duty.

ATHLETICS

Black student athletes have played a major role in Ole Miss sports. Sporting events are always a part of the excitement at the University.

[PHOTO OMITTED]

FACULTY AND STAFF

There are a number of Black faculty and staff members at the University, all of whom are willing to help you with any special problems that may arise. We're sure you'll find all the faculty and staff willing to advise and counsel you on academic matters and to provide support when you need it.

[PHOTO OMITTED]

Academic excellence has always been the foremost pursuit of The University of Mississippi – an ideal that has remained fresh and vibrant and as everchanging as the generations of graduates who know us affectionately as Ole Miss.

Most importantly, the University has achieved true international stature for its blending of scholarship and research, public service and athletic success. We have told you and shown you about some of the happenings at The University of Mississippi. We sincerely hope that you decide to continue your formal education at Ole Miss. We

are prepared to tell you more about why we think Ole Miss is for you.

A LEGACY OF ACHIEVEMENT
WITH VISION FOR TOMORROW

[ILLUSTRATION OMITTED]

BOARD'S EXHIBIT 144

Minority students at Ole Miss are involved in the total educational experience; we want you to join the growing ranks of minority graduates who have found that a degree from Ole Miss makes a difference.

Ole Miss
WE'RE FOR YOU

Student Activities

The Office of Student Activities exists for your benefit. The assistant dean of students is ready to help with any special problems that you may encounter when you make the transition from home to college. Our purpose in this office is to provide you with direction and information that will ease this transition period. Remember, we are here to assist you, and because of you, we are here.

Office of Student Activities
Room 200, Lyceum Building
University, MS 38677

Counseling

Four innovative programs, designed to help students ease into their new environment, have been developed in the last few years. These are MENTOR, VIP, FIT and SMILE.

MENTOR (Maintaining Excellence by Nurturing Toward Opportunities for Retention) is targeted toward assisting minority students in adjusting to the college campus. University faculty members serve as special mentors to develop rapport and friendship with the students.

VIP (Mentoring for VIP students) was started to recruit academically superior students and to provide special stimulation for them through their relationship with faculty mentors who challenge these gifted students to reach their maximum potential through studies and outside exploration.

FIT (Facilitating Individual Transition) is an outreach effort conducted by members of the Division of Student Affairs and is designed to monitor and assist freshmen students who are identified as "being at risk" or having low high school grade-point averages or borderline ACT scores.

SMILE (Students Motivating the Inter-Communicative Learning Environment) sets up a counseling network for minority students or those students with grade point averages under 2.0 with a goal of retention of currently enrolled students. It is an effort to make all students feel welcome at the University and to feel a part of the Ole Miss experience.

Division of Student Affairs
Room 200, Lyceum Building
University, MS 38677

Learning Development Center (LDC)

Any Ole Miss student who could benefit from free tutoring in basic skills such as reading, writing, mathematics, studying or English as a second language may be helped by the Learning Development Center. Usually a student seeking help will be tutored by graduate assistants, although other undergraduate students and faculty members are available at certain times on a voluntary basis. The Center is especially helpful for those students enrolled in developmental studies at the University.

The LDC has been serving students since the fall of 1976 and is open Monday through Friday from 9 a.m. - 4 p.m. and evenings from 6 p.m. to 10 p.m. The Center is located on the lower level of the John Davis Williams Library in the Reserve Room area.

Learning Development Center
110 John Davis Williams Library
University, MS 38677

Pre-College Conference

Throughout the summer Ole Miss conducts a series of pre-registration conferences so that you can meet with counselors and advisers who will answer your questions about career choices, majors, courses and credits. In fact, your counselor or adviser will help you select the course of study which best suits your aptitudes and career interests. You will be able to take aptitude tests and the ACT if you haven't already done so, and to pre-register so you won't have to worry about classes filling up in the fall. There are several conferences throughout the summer, and you can pick the one that best fits into your schedule.

Department of Student Development
Room 203, Lyceum Building
University, MS 38677

Career Services and Placement

The University of Mississippi's Career Services and Placement Office helps students and alumni in the areas of career exploration, career assessment, summer employment and professional employment upon graduation.

The office coordinates an extensive on-campus interview program, bringing together those who register with representatives from business, industry, government agen-

cies and educational institutions. In addition, the office maintains and refers registrants' credentials to prospective employers; compiles and distributes job announcement bulletins; conducts career planning classes, workshops and job search seminars; maintains a career information center; and serves as a cosponsor of the annual minority career seminar.

Students are encouraged to familiarize themselves with and to use Career Services and Placement early in their college years, ideally, long before the graduation semester.

Career Services and Placement
Room 303, Lyceum Building
University, MS 38677

[Photo Omitted]

Afro-American Studies Program

Afro-American Studies coordinates the academic focus on the Black experience at the University. The program offers introductory courses, advanced courses in history (e.g., the Black Experience in Mississippi), cultural studies (e.g., Richard Wright, art) and social/behavioral studies (e.g., Black Politics). Courses meet the new University core requirement, serve as electives in several majors and can lead to a minor in Afro-American Studies. These courses are valuable for self-awareness, cross-cultural understanding and career advancement. Research seminars, films, speakers, art exhibits and trips to scholarly research conferences are sponsored by the program. The major research project focuses on The Black Experience in Mississippi and the migration of Mississippians to northern cities such as Chicago.

Afro-American Studies Program
303 Barr Hall
University, MS 38677
(601) 232-5977

FINANCIAL AID

More than 50 percent of Ole Miss students receive financial aid from federal, state or University sources in the form of loans, grants, scholarships and employment. Currently, Ole Miss participates in the following federally funded financial aid plans: Pell Grants, National Direct Student Loans, Guaranteed Student Loans, Work Study and Health Professions Student Loans.

If you plan to apply for financial aid at Ole Miss, there are three steps to follow to make sure you're eligible.

1. Apply for admission to the University. (Forms are available from your high school counselor or from the Ole Miss Office of Admissions. The University of Mississippi, University, MS 38677.)

2. Complete a Financial Aid Form (FAF) by March 1 and mail to the College Scholarship Service, P.O. Box 2700, Princeton, NJ 08541. The University of Mississippi CSS code is 1840. (The FAF is required of all students seeking awards when financial need is a factor. Even students seeking University merit scholarships are encouraged to file an FAF since many scholarships weigh financial need before being awarded.)

3. File a University Application for Financial Aid by April 1.

A brochure, *Financial Aid at Ole Miss*, listing loans, grants, scholarships and forms of employment, is available from the Financial Aid Office, The University of Mississippi, University, MS 38677.

Remember: The March 1 and April 1 dates are important since all awards are made on the basis of the filing of timely applications and forms.

HOUSING

Student housing includes residence halls, married student apartments and a mobile home park. Residence hall rooms provide each occupant with a single bed, desk, lamp, closet and drawer space. Each room has a telephone and a hookup for cable television. Students supply their own linens, pillows and personal items. Bathrooms are located conveniently on each floor. The Student Housing Office has room and window sizes for each residence hall and for campus apartments.

Single students who have completed fewer than 27 semester hours are required to sign a reduced rate housing contract for the academic year, and must live on campus except when there are substantial medical reasons for not doing so or when living with parent or legal guardian. Students with fewer than 27 hours will be required to live in freshmen halls.

To reserve campus housing, you should:

1. Complete and return an Application for Student Housing (available from Student Housing, The University of Mississippi, University, MS 38677; the Office of Admissions; or from the back of the admissions booklet *Opportunities That Last A Lifetime,*

2. Submit a deposit of $50 with your application. After receiving a completed application and $50 deposit, the Department of Housing and Residence Life will forward to the applicant a housing contract. Students who have earned more than 27 semester hours have the choice of signing either a reduced rate academic year contract for housing and meals or standard semester contracts for housing and/or meals. Assignments for the fall semester are generally made in early May.

Details about campus housing—rules and regulations, room assignments, refrigerators, air conditioning—are contained in the booklet *Living on Campus at Ole Miss*, which is available from Student Housing, University, MS 38677.

[Photo Omitted]

FOOD SERVICES

The Ole Miss Meal Plan offers students four meal plan options, all of which begin on the first day of registration and continue through the last day of examinations.

Plan	Meals Available	Semester Cost
21 meals/week	357	$625.00
14 meals/week	238	$580.00
10 meals/week	170	$515.00
5 meals/week	85	$310.00

To make mealtime more versatile and convenient for your schedule, the Ole Miss Meal Plan does not limit students to eating only at the Cafeteria. Meal plan cards are also honored at the Union and at the Alumni House Snack Bar.

OPPORTUNITIES FOR SUCCESS

There are many Ole Miss Black Alumni who have proved that Ole Miss does provide opportunities that last a lifetime and who are enjoying successful careers in the state and throughout the nation. Their areas of expertise cover a variety of career possibilities as pharmacists, attorneys, consultants in a number of fields, certified public accountants, journalists, professional athletes, government employees and appointees, judges, product research-

ers, teachers, hospital administrators, engineers, computer specialists and medical professionals among others. The Career Alumni Network assists Ole Miss graduates even before graduation in making contacts with alumni in similar fields of interest and in getting a jump on the job market. A few examples are:

REUBEN VINCENT ANDERSON – Juris Doctor. He is a circuit court judge in Hinds County and formerly served as County Court judge.

CLARENCE DUBOSE – Bachelor of Science in Pharmacy. He owns his own pharmacy in Moss Point.

JERRY MICHAEL HARRIS, Ph.D. – Bachelor of Science in Electrical Engineering. Dr. Harris is conducting product research for Exxon in Houston, Texas.

WILLIAM JORDAN – Juris Doctor. He is senior staff attorney with Litton Industries in Pascagoula, MS.

GARY A. McGAHA, Ph.D. – Doctor of Philosophy in Political Science. Dr. McGaha is assistant to the president of Kentucky State University at Frankfort.

EDITH HICKINBOTTOM KELLY – Bachelor of Business Administration in Accountancy. She is a Certified Public Accountant (C.P.A.) in Memphis, TN.

BURNIS MORRIS – Bachelor of Arts in Journalism. Mr. Morris is city editor of the *Atlanta* (Ga.) *Constitution.*

CONSTANCE SLAUGHTER-HARVEY – Juris Doctor. She was appointed by Gov. William Winter as Director of the Department of Human Development for the State of Mississippi.

JERALD ULMER – Bachelor of Public Administration in Urban Administration; Master of Health Care Administration in Health Administration. He is a hospital administrator with the U.S. Navy.

LARRY WEEDEN – Bachelor of Arts in Journalism; Juris Doctor. He is an Assistant Professor of Law at North Carolina Central University in Durham.

[Photo Omitted]

STUDENT ORGANIZATIONS

Student organizations are the extras of college life and provide opportunities to expand your interests or to enjoy the company of people with similar interests. At Ole Miss you may choose from more than 150 organizations – recognition, professional, special interest and social groups. In addition, *The Daily Mississippian*, student government, the *Ole Miss* annual, and a variety of student committees provide outlets for professional and personal growth.

Black Student Union

The Black Student Union is a service, political and social organization designed to promote Black interests. The BSU's goal is to establish Black awareness and to unify and maintain Black identity. Membership is automatic.

[Photo Omitted]

Elections for BSU officers occur in the spring. The BSU is governed by an executive board selected by BSU members. Cultural events are sponsored to give students social and cultural enrichment at Ole Miss.

The month of February is Black History Month and is full of events for the University community. There are nationally known speakers, movies and educational seminars. Also, the BSU sponsors talent shows and discussions throughout the year.

Another element is the Black Student Union Gospel Choir which is a growing part of Ole Miss. It is comprised of approximately 75 students who voluntarily devote a portion of their time each week to sing and experience fellowship together. They travel across the state as official ambassadors of the University.

Society of Black Engineering Students (SBES)

Membership in SBES is open to all University students dedicated to promoting the advancement and academic development of Black students enrolled in engineering and computer science. The society of Black Engineering Students is a chartered member of the National Society of Black Engineers.

[Photo Omitted]

African Student Union

The African Student Union is a non-political organization which brings all African students of The University of Mississippi together for the purpose of advancing members' welfare. The Union takes active part in all social activities on campus, including the International Potluck Festival.

Black American Law Student Association

The Black American Law Student Association (BALSA) acquaints law students with professional problems and responsibilities. The goals of BALSA are to articulate and promote the professional needs and goals of Black American law students, to foster and encourage professional competence, to focus upon the relationship of Black lawyers to the American legal structure, to instill in the Black attorney and law student a greater awareness and commitment to the needs of the Black community. BALSA has workshops each year to disseminate valuable legal information.

National Association for the Advancement of Colored People (NAACP)

The purpose of the NAACP on the Ole Miss campus is to enhance the educational opportunities of students enrolled at Ole Miss.

GREEK ORGANIZATIONS

Each Black Greek organization has individual purposes, but they all share at least one common goal—promoting unity among Black college students. Black fraternities and sororities also share the responsibility of promoting leadership, scholarship and community service.

Represented on the Ole Miss campus are: Alpha Kappa Alpha, Delta Sigma Theta and Zeta Phi Beta sororities. Fraternities are: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi and Phi Beta Sigma.

Alpha Kappa Alpha

By exemplifying their principles of scholarship, leadership and friendship, Alpha Kappa Alpha, established at Ole Miss on May 12, 1974, contributes to all phases of campus life. The first Greek-letter organization for Black women, Alpha Kappa Alpha was founded at Harvard University in Washington, D.C., in 1908.

Delta Sigma Theta

Delta Sigma Theta is a Greek-letter society having over 100,000 members. There are 700 chapters grouped into seven regions according to their geographic area. They are located in 45 states, the District of Columbia, the Virgin Islands and the Republic of Haiti in the Caribbean and in Liberia, West Africa. Delta was founded at Howard University in Washington, D.C., on January 13, 1913.

Zeta Phi Beta

Zeta Phi Beta was organized at Howard University on January 16, 1920. It was the idea of the founders that the sorority would reach college women in all parts of the country who were sorority-minded and who desired to follow up the ideals of finer womanhood, scholarship, sisterly love and community service. The Zetas choose women who have high scholastic achievement and who desire to follow the ideals of the sorority.

[Photo Omitted]

Alpha Phi Alpha

Alpha Phi Alpha was founded at Cornell University in 1906. In the spring of 1978, The University of Mississippi welcomed Alpha Phi Alpha to its campus. Proudly wearing the colors black and gold, its members have proved themselves active in all phases of campus life.

Kappa Alpha Psi

Founded January 5, 1911, at the University of Indiana, Kappa Alpha Psi is the newest fraternity on campus, established in September of 1982. Kappa men have involved themselves in many campus and community activities. They are especially proud of the number of members associated with the Rebel athletic programs.

Omega Psi Phi

The Eta Zeta Chapter of Omega Psi Phi is a fraternity boasting men involved in all aspects of The University of Mississippi. In community activities and in campus life, in athletics and organizations, the Omega Psi Phis are there exemplifying ideals of leadership and brotherhood.

Phi Beta Sigma

Phi Beta Sigma, the social fraternity known for serving humanity, was founded January 9, 1914, at Howard University, and made its way to Ole Miss in the spring of 1975. In any facet of campus life, a Phi Beta Sigma can be depended on for duty.

CULTURAL INSIGHTS

Various programs are sponsored or cosponsored by the BSU, including a Speaker's Forum. In the past, a number of nationally known Black leaders have appeared on the Ole Miss campus including:

Dr. Emmit Burns, local and national civil rights activist

Charles Evers, former mayor of Fayette, Mississippi

Ismail Jamal, founder and director of the Institute of Self-Healing

James Meredith, civil rights activist

Haki Madhubute (formerly Don Lee), poet, writer, publisher and community activist

Dr. Conrad Worrill of Chicago, Illinois, who discussed "The Black Liberation Movement and Implications for Organizing in the 80s"

Dr. Margaret Walker Alexander, distinguished novelist and educator who was the keynote speaker during the 20th Anniversary program of the Admission of Black Students to the University.

Yvonne Braithwaite-Burke, attorney-at-law and former member of United States Congress.

Wendell Gunn, assistant director for commerce and trade in the Office of Policy Development in the Reagan Administration

Alex Haley, author, historian and lecturer who is world renowned for *Roots*

Constance Baker Motley, chief judge, United States District Court, Southern District of New York

A. Leon Higginbotham Jr., judge, United States Circuit Court of Appeals for the Third Circuit

Alan Page, attorney and former Chicago Bears star

Leontyne Price, internationally acclaimed operatic superstar who became the University's first honorary alumna during the centennial observance of the admission of women to Ole Miss

FACULTY AND STAFF

There are a number of Black faculty and staff members at the University, all of whom are willing to help you with any special problems that may arise. We're sure you'll find all the faculty and staff willing to advise and counsel you on academic matters and to provide support when you need it.

[Photo Omitted]

CONCERTS

The Black Student Union and other student organizations have brought some of the best and most popular performers to the campus, including the Commodores, the Neville Brothers, B. B. King, James "Son" Thomas, Leontyne Price, the Spinners and many more.

[Photo Omitted]

WE'RE FOR YOU!

Black students play a vital role in making the University what it is by being involved in every aspect of student life, whether chairing student committees such as the RHA

Judicial Council or the Minority Concerns Committee, being active in intramural or intercollegiate athletics, marching with the "Pride of the South," serving as ambassadors or hosts to campus guests, participating in the Miss Ebony Pageant or running for Homecoming queen, working in various offices on campus through student employment or as student researchers, serving as resident assistants in the residence halls or as officers in social and professional organizations, Black students are involved in the total educational development process.

We have told you and shown you about some of the happenings at The University of Mississippi. We sincerely hope that you decide to continue your formal education at Ole Miss. We are prepared to tell you more about why we think Ole Miss is for you and how we can provide you with tremendous opportunities that last a lifetime.

[Photo Omitted]

[Photo Omitted]

A LEGACY OF ACHIEVEMENT
WITH VISION FOR TOMORROW

The University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, creed, color, national origin, race, religion, sex, handicap, veteran or other status.

[Reply Mail Form Omitted]

BOARD'S EXHIBIT 145

OLE MISS
THE UNIVERSITY OF MISSISSIPPI

[Photo Omitted]

The Learning Development Center
(LDC) Tel. 232-7116

[Photo Omitted]

What The Learning Development Center (LDC) Offers

Any Ole Miss student who could benefit from free tutoring in basic skills such as reading, writing, mathematics, studying, or English as a second language, may be helped by the Learning Development Center (LDC). Usually a student seeking help will be tutored by Graduate Assistants, although other undergraduate students and faculty members are available at certain times on a voluntary basis. One can get free, non-credit, tutorial help in areas listed below. The Center is especially helpful to those students enrolled in Developmental Studies at the University.

Writing Program

The LDC offers individual help to students facing the most common problems in composition. First, the staff helps students to write correct sentences—sentences properly punctuated and free of grammatical errors. Students learn to overcome the "cardinal errors"—subject/verb disagreement, sentence fragments, and fused sentences. The staff also helps students with spelling, vocabulary development, and finally with the organization of paragraphs and essays. All students enrolled in English 100 are required to

participate in the LDC writing program as a lab for that course. Students in English 101-102 may be referred to the LDC for further work in specific areas. But any student may go to the LDC voluntarily to work on any aspect of composition which is important to that student. Diagnostic materials are available to help students determine where they need particular work, and programmed instructional materials are available for use by students on an individualized basis.

Reading Program

The LDC offers diagnostic and tutorial services for students who want to improve their reading skills. Primary emphasis is placed on comprehension and vocabulary development, although the LDC program can increase a student's reading rate. All students enrolled in EDRD 100 are required to participate in the LDC reading program as a lab for that course. Students enrolled in the Effective Study 101 course are often referred to the LDC for reading improvement. Any student may go to the LDC voluntarily to work on any aspect of reading which seems important to that student. For example, Law School and Pre-Med students often use the LDC reading clinic to improve their reading rate and comprehension.

Mathematics Program

The LDC math program offers tutorial assistance in basic arithmetic skills, algebra, trigonometry, and calculus. The Center also provides diagnostic and remedial services for those students seeking help in math, and administers post tests to measure student progress following tutorial instruction. Students enrolled in Math 100 are urged to participate in the LDC program to supplement and reinforce their course work. Any student may go to

the LDC voluntarily for help in preparation for math exams.

Physics

The LDC offers limited tutorial assistance in physics. One graduate assistant is available on the average of two hours per day to assist in this area. Any student enrolled in a physics course may receive help in the LDC, either by referral or by taking the initiative to check with the LDC director or secretary.

Chemistry

The LDC offers tutorial assistance in Chemistry whenever possible. The Center relies on volunteers to provide service in this area presently. There is a possibility that at least one graduate assistant will be available a couple of hours each day to assist students in chemistry. Students interested in tutorial assistance in this area should check with the LDC director or secretary.

[Photo Omitted]

English as a Second Language

A conversation class for foreign students is offered by the Learning Development Center. An instructor is available for two hours daily for conversation and individualized instruction. English as a second language cassette tapes and books are available during library hours for individual use. Social events such as international coffee hours, monthly "pot-luck" dinners, and cross cultural structured workshops that encourage the use of English conversation with Americans are sponsored each semester. Foreign students entering the University with limited

English speaking ability must enroll in EDUC 100, offered through the School of Education. All students enrolled in EDUC 100 are required to participate in the LDC conversation class. Other foreign student enrollees are encouraged to participate in all LDC sponsored programs.

Counseling

While all LDC staff serve as counselors for students attending the Center, there will be a professional counselor available most of the time to whom students may go when the need arises. The counselor will listen to students' problems, and advise them on such matters as financial aid, social adjustments, academic problems, and any other personal matters which may concern a student from time to time. The LDC counselor is especially prepared to assist minority and/or disadvantaged students.

Effective Study Course

A course designed especially for college students to give special assistance in the area of study skills is Effective Study 101. Effective Study is taught through the [Photo Omitted] Department of Educational Administration and Higher Education in the School of Education and is a 3-hour academic course which may be counted as an elective. The course offers specific instruction in (1) time management (2) preparation for examinations (3) notetaking skills (4) effective use of textbooks (5) reading skills and (6) adjustment to college and motivation. Classes are small enough so that each student receives individual attention aimed toward setting goals and improving academic skills. Students enrolled in Effective Study are sometimes referred to the LDC in order to improve their reading and writing proficiency.

Hours and Referrals

The Learning Development Center has been serving students since the Fall of 1976. It will be open Monday through Friday from 9 a.m. to 4 p.m. and evenings from 6 p.m. to 10 p.m. The LDC is located on the lower level of the John D. Williams Library in the Reserve Room Area.

Faculty members may refer students to the LDC to correct educational deficiencies. The Student Counseling Center and the Admissions Office may also refer students. Although students who are referred to the LDC will have preference in service, other students seeking help are encouraged to visit the Center on their own initiative.

For More Information, contact:

Dr. Lucius Williams, Director
Learning Development Center
The University of Mississippi
University, MS 38677

The University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, creed, color, national origin, race, religion, sex, handicap, veteran or other status.

[Mailer Omitted]

BOARD'S EXHIBIT 146

Information For Transfer Students

[Photo Omitted]

Ole Miss
THE UNIVERSITY OF MISSISSIPPI

WE'RE FOR YOU!

Whether you are transferring from a junior college or from another university or college, the move you make will be one of the most important of your life. That's why at The University of Mississippi we offer superior teaching by professors who take a personal interest in their students. We also offer a broad range of student services and programs designed to meet the needs and interests of our students. Our excellent academic programs are being translated into successful careers in a wide variety of fields. At The University of Mississippi, we do this and more. And that's why at Ole Miss we say, we're for you!

APPLYING AT OLE MISS

A student transferring to the University from a regionally accredited institution of higher learning may be admitted in good standing if four basic requirements are met. To qualify you should:

1. Submit an official transcript from each college previously attended,

2. Have an overall grade-point average of at least 2.0 on a 4.0 scale on all course work attempted,

3. Be eligible to return to the last college attended,

4. Show proof of an American College Test (ACT) composite score of 15 or Scholastic Aptitude Test (SAT) of 700 earned before your first college enrollment *if the following course requirements have not been met:*

6 semester hours of English Composition,
3 semester hours of College Algebra or above,
6 semester hours of Laboratory Science,
9 semester hours of Transferable Electives.

Official score reports from the testing services or scores recorded on official high school or college transcripts are acceptable.

A small number of new transfer students may be admitted without meeting all of the above requirements. For more information, please contact the Office of Admissions and Records.

Your application for admission and transcript(s) should be received by Ole Miss at least 20 days prior to the intended registration period. If you will be attending school elsewhere 20 days or less before the time you will enroll at Ole Miss, it may be helpful to bring a copy of your grade report to registration.

TRANSFERRING CREDITS

Yes, your credits earned at a Mississippi junior college, for instance, are transferable to Ole Miss (although students don't receive transfer credits for courses narrowly designed for technical and vocational career programs, e.g., welding). A general rule is that up to one half of a total program (usually 63-65 hours) can be transferred from a junior or community college. Basic courses in English, history, chemistry, biology, modern languages, and economics, to name a few, are readily accepted at Ole Miss. As a matter of policy, the University will provide you with an evaluation of previously earned credits.

A good source of information is the University's *Undergraduate Catalog,* which cross lists, where applicable, our courses with corresponding junior college courses by including the Uniform Course Numbering System adopted by Mississippi public junior colleges.

After your enrollment, all course work at other institutions will be recorded without change in grades on your University academic record. Transferred courses with D (1.00) grades can be applied toward a bachelor's degree if all of the transferred courses applied toward the degree average C (2.00) or better. A grade-point deficiency on transferred courses can be removed by earning grades above C on courses at Ole Miss. But you must earn at least a C average on Ole Miss course work applied toward a bachelor's degree.

Ole Miss has admission counselors who specialize in working with transfer students and who will meet with you when visiting your campus or when you visit Ole Miss. If you have any questions or doubts, please call our Admissions Office—toll free in-state 1-800-222-5102, or (601) 232-7226. We'll be glad to help.

[Photo Omitted]

FINANCIAL AID

To apply for financial aid at Ole Miss—loan, grant, scholarship, or employment—follow these steps to assure your eligibility.

1. An application for admission to the University must be submitted. Application forms are available from the Office of Admissions and Records, The University of Mississippi, University, MS 38677.

2. A Financial Aid Form (FAF) must be sent to the College Scholarship Service (CSS), Box 2700, Princeton,

NJ 08541, no later than *March 1.* The CSS Code for The University of Mississippi is 1840. This form is available from CSS, your college counselor, or the Department of Financial Aid. The University of Mississippi, University, MS 38677.

3. A University Application for Financial Aid must be completed and returned to the Department of Financial Aid by *April 1.* These are available from the department or your counselor.

4. To receive primary consideration for scholarships, you should have your college send to the University a transcript of your grades not later than April 1 prior to enrollment.

A brochure, *Information About Financial Aid,* is available from the Department of Financial Aid or from the Office of Admissions.

HOUSING

All residence halls are equipped with essential furnishings and utilities as well as hook-ups for telephones and cable television, but you will need to bring linens, pillows, and personal items. Details about campus housing—including room assignments, refrigerators, rules and regulations, air conditioning—can be obtained from the Department of Student Housing, The University of Mississippi, University, MS 38677. We also have 320 apartments on campus for married students and a trailer park.

Even if you haven't been living on campus, you should consider it at Ole Miss. For transfer students in particular, there is a sense of community inherent in residence hall life. Living on campus furnishes opportunities to meet people in familiar situations and provides the avenues for taking leadership roles in various aspects of campus life.

Upper-class halls (freshmen are housed in freshman residence halls) are centrally located with a number of resources available, including a connection to the administration through the hall directors and resident advisers. There is an academic atmosphere, a level of maturity among college-experienced people, and a community spirit. And once you add in all the "extras" involved in living off campus, you'll find that campus housing is quite economical.

To secure campus housing, you must:

1. Complete and return an Application for Student Housing (available from the Department of Student Housing, the Office of Admissions or from the back section of the admissions prospectus.
2. Submit a deposit of $50 with your application.

In addition to campus housing, there is a selection of off-campus facilities.

[Photos Omitted]

ACADEMIC INFORMATION

Six undergraduate academic divisions are on the Oxford campus; the College of Liberal Arts (1848), School of Accountancy (1979), School of Business Administration (1917), School of Education (1903), School of Engineering (1900), and School of Pharmacy (1908). Also on the Oxford campus are the Graduate School and the Law Center. The Jackson campus includes the School of Medicine (1903), School of Nursing (1958), School of Health Related Professions (1972), and School of Dentistry (1973).

In addition to the six undergraduate divisions, there are special programs on the Oxford campus; Afro-American Studies, Center for the Study of Southern Culture, Sarah

Isom Center for Women's Studies, Learning Development Center, Research Institute of Pharmaceutical Sciences, Small Business Development Center, Mississippi Mineral Resources Institute, Center for Population Studies, Law Center, the Honors Program, and the Center for Telecommunications.

COUNSELING/PRE-REGISTRATION

Ole Miss holds a series of Counseling/Pre-Registration Conferences beginning in June each summer for new students. Many students attend for three days, but as a transfer student you can, if you wish, complete the program in one day; a Monday. You must, however, come to one of the scheduled conferences since pre-registration does not occur every week. Please contact the Student Development Office for additional information. At the conference you will have orientation and instructional meetings with the Student Counseling Center staff and other University personnel, meet individually with your academic adviser, and complete the registration process, if you choose to pre-register.

MISCELLANEOUS

Many additional questions can be answered by securing from our Department of Student Life a copy of the *M Book*, the handbook of standards and activities. This booklet contains information on student government; clubs, organizations, and cultural activities; honors; requirements on vehicle registration, traffic rules and regulations, and parking; fraternities and sororities; food services; money matters; Student Health Service; religious associations; and special services.

PHI THETA KAPPA

Members of Phi Theta Kappa, the top junior college honorary fraternity which recognizes leadership, service, and scholarship, automatically receive $300 awards from the University after enrollment and are invited to join the national award-winning alumni chapter at Ole Miss. The alumni chapter offers invaluable assistance to all transfer students by organizing special orientation sessions, publishing an off-campus housing brochure, hosting Junior College and PTK Days on campus, and by encouraging participation in academic, social, cultural, leadership, and athletic aspects of campus life.

Plan now to come by and visit, meet members of our faculty and staff, and enjoy the beautiful campus. If you are planning to visit on a weekday or on Saturday morning, call and make an appointment so we'll be sure and have someone to guide you. Just call toll free in-state 1-800-222-5102 or (601) 232-7378. We're sure you'll discover that Ole Miss is for you.

FOR FURTHER INFORMATION

ADMINISTRATION

Admissions, Records, Transcripts ..... (601) 232-7226
(Toll Free in Mississippi 1-800-222-5102)
Bursar ..... (601) 232-7256
Career Services and Placement ..... (601) 232-7174
Financial Aid ..... (601) 232-7175
Health Service ..... (601) 232-7275
Religious Life ..... (601) 232-7135
Student Activities (Campus Events, Rush) . (601) 232-7705
Student Development ..... (601) 232-7021
(Career Information, Counseling/Pre-Registration)
Student Housing ..... (601) 232-7328
Veterans Information ..... (601) 232-7226
Visits (Pre-Admissions) ..... (601) 232-7378
(Toll Free in Mississippi 1-800-222-5102)

ACADEMICS

College of Liberal Arts ..... (601) 232-7177
School of Accountancy ..... (601) 232-7468
School of Business Administration ..... (601) 232-5820
School of Education ..... (601) 232-7063
School of Engineering ..... (601) 232-7407
School of Pharmacy ..... (601) 232-7265
Law Center ..... (601) 232-7361
Graduate School ..... (601) 232-7474
School of Dentistry ..... (601) 984-6000
School of Health Related Professions .... (601) 984-6300
School of Medicine ..... (601) 984-5010
School of Nursing ..... (601) 984-6200

BOARD'S EXHIBIT 151

OPPORTUNITIES THAT LAST A LIFETIME
THE UNIVERSITY OF MISSISSIPPI

Ole Miss

[Photo Omitted]

ADMISSION TO THE UNIVERSITY

Applying for admission to the University as a freshman is easy. Just (1) complete the application form in the back of this book, (2) request that your American College Test (ACT) scores be sent to The University of Mississippi, and (3) ask your high school to forward a transcript of work completed through the first half of your senior year.

To qualify for admission as a freshman, the composite score on your ACT must be 15 or higher. The results of the Scholastic Aptitude Test (SAT) can be used by out-of-state applicants; Mississippi residents must submit ACT scores. (Minimum SAT score requirement is 720.) Freshman admission requirements in regard to high school units will change significantly for the fall session 1986. If you are considering enrolling in August, 1986, please be sure to check with the Office of Admissions and Records about current standards.

Early Admission: Early admission is possible if you have an outstanding academic record at the end of your third year in high school. That means you should have a standard score on the ACT or SAT that places you in the top 30 percent of all high school seniors in the nation (ACT composite of 24; SAT composite of 1000). In addition, you should have completed 15 units of high school work: 3 in English, 2 in math, 2 in social sciences. A letter

of recommendation from your high school principal is also required and must include a statement that you have completed at least 15 units toward graduation from high school.

Transfer Students: If you are planning to transfer to the University from another institution of higher learning, you should submit your application as soon as possible. Have complete official transcripts sent from each college previously attended. Students who meet the requirements for freshman entrance may transfer at any time from any accredited institution of higher learning provided an overall 2.0 grade point average (on a 4.0 scale) has been maintained.

Note: Whether you're planning to enter the University as a new or transfer student, you may apply as early as one year prior to the time you expect to enroll. Application should be made as early as possible but no later than 20 days before registration.

BOARD'S EXHIBIT 154

BROCHURE – HEALTH PROFESSIONAL CAREER PREPARATION AT THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

SCHOOL OF MEDICINE

ADMISSION REQUIREMENTS

All students who apply to the UMC School of Medicine for M.D. study must complete at least three years of college work at an accredited college with no less than 90 acceptable semester hours. Strong preference is given to applicants who will complete all requirements for a baccalaureate degree before entrance to medical school. In undergraduate school, students should develop proficiency in a specific area and acquire a background in the humanities and the social sciences, consulting closely with his or her pre-medical adviser on specific courses.

Applicants are considered for admission on the basis of:

1. Overall grade point average,
2. Average for science and math courses,
3. New Medical College Admissions Test (New MCAT) scores, and
4. Personal interview.

Medical school admission is very competitive. The admissions committee looks for individuals with good grades, competitive scores on the New MCAT, maturity, an ability to communicate, and a demonstrated ability to accept responsibility. It would be to your advantage to do well in all academic courses. Although grades alone won't get you into medical school, good ones help.

SCHOOL OF DENTISTRY

ADMISSIONS

All students who apply to the School of Dentistry must complete at least three years of college work at an accredited college with no less than 90 acceptable semester hours. The school offers the D.M.D. Preference is given to applicants who complete all requirements for a baccalaureate degree before entrance to dental school. In undergraduate school, the student should develop proficiency in a specific area and acquire a background in the humanities and the social sciences, consulting closely with his or her pre-dental adviser on specific courses.

The dental school accepts no more than 50 first year students. The selection process is very competitive. Applicants are considered for admission on the basis of:

1. Overall grade point average.
2. American Dental Association Dental Admissions Test (DAT) scores,
3. Personal interview, and
4. Recommendation of the adviser.

BOARD'S EXHIBIT 159

USMmm!
UNIVERSITY OF SOUTHERN MISSISSIPPI
MINORITY REPORT
Volume III, Number 1
Maurice Singleton, Editor

[Photo Omitted]

Homecoming Queen Jacqueline Kay Redd accepts bouquet of roses from President Aubrey Lucas.

USM Top Ten Campus Beauty

Cynthia Walker, of Columbia, Mississippi was recently selected as one of USM's Top Ten Campus Beauties. Miss Walker, a graduate of Columbia High School, is a senior majoring in speech pathology. After graduation she plans to work towards a master's degree in that area. Cynthia is an active member of the Afro-American Cultural Society, the Student Speech and Hearing Association, and the Southern Style.

Dates To Remember

March 15, 1981 ..... Financial Aid Preference Deadline
March & April, 1981 .... Band and Dixie Darling Tryouts
April 10, 1981 ..... Spring Roundup
May 1, 1981 ..... Springboard Deadline
June 1, 1981 ..... Summer Semester Orientation
July 1981 ..... Mini-Quarter

[Photo Omitted]

Cynthia Walker

[Photo Omitted]

Maurine, Charles, and Jacqueline

Regional Spotlight

GULFPORT—Charles Curry is president of the Afro-American Cultural Society. He was instrumental in the record voter turnout in the recent Associated Student Body elections in which five black students were elected, including the first black homecoming queen at USM. A junior accounting major, Charles is a Special Projects Officer in the Army ROTC.

MERIDIAN—Maurine Knighton is vice-president of the Afro-American Cultural Society. A senior advertising major, Maurine worked with nationally known entertainers and gained professional experience while she participated in a summer internship with Lee King Productions in Jackson.

JACKSON—Sammy Winder is the leading scorer in college football, averaging 10.9 points per game. A 1978 "walk on," the USM tailback played high school football at Madison Ridgeland. Winder is a junior majoring in athletic administration.

BRANDON—Jacqueline Kay Redd is the reigning homecoming queen at USM. In a record voter turnout, she became the first black homecoming queen in USM's 67-year history. A senior computer science major, Jacqueline is the ASB associate director and a member of numerous organizations, including the Afro-American Cultural Society, Arnold Air Society, Southern Style, and the AFROTC Lecturing Team.

USM Graduate On The Move

Michael Marks is the director of The Company, a 16-member, traveling song and dance revue that he created at Lumberton High School.

Marks has carried The Company to high schools and colleges across the state, performing songs written by himself as well as hit songs such as Xanadu by Olivia Newton-John and Michael Jackson's Rock With You. He now plays keyboard accompaniment and directs the group's choreography.

He has been working in the Lumberton Line School District under a federal program, the Emergency School Aid Act, since September 1978. The purpose of the program is to bring members of the majority and minority races into a common arena to interact.

Marks is a 1977 graduate of USM's Honors College where he received his degree in Speech Communications. At USM he was a member of The Pride (marching band), Kappa Kappa Psi band fraternity and Omega Psi Phi. He was active in various entertainment groups, namely, The Barbershop Quartet which won first place in the 1978 Panhellenic Talent Show.

[Photo Omitted]

Michael Marks

[Photo Omitted]

Sammy Winder
Leads Nation In Scoring

[Photo Omitted]

Reggie Collier
Golden Eagle Quarterback

Quarterback Reggie Collier Leads Golden Eagles To Another Winning Season

Quarterback Reggie Collier led USM to its winningest season since 1961 and its third state championship in four years, defeating both Ole Miss and Mississippi State.

The Eagles, with an 8-3 regular season record, traveled to Shreveport, Louisiana, December 13 and defeated a high-rated McNeese State in the Independence Bowl.

The sophomore signal-caller compiled an impressive 1732 total yards for the season. Collier passed for 1268 yards and rushed for 464 more yards and two touchdowns.

A native of Biloxi, Collier graduated from D'Iberville High and was named MVP in the Mississippi High School All-Star Game. Collier's major is business administration.

Joe Dawson Returns As Basketball Leader

Junior Joe Dawson is the key Eagle returning from last year's 17-10 squad.

Dawson and his teammates will be trying to improve on last year's record, which many felt was only a win away from the prestigious, postseason National Invitational Tournament (NIT).

Nicknamed "Awesome Dawson" by his fraternity brothers, the 6'5" Tuscaloosa, Alabama native averaged 18.2 points per game and 10.6 rebounds, both tops for the Eagles in 1980.

Majoring in computer science, Dawson is a dean's list student and a member of Omega Psi Phi Fraternity.

Joining Joe on USM's 1980-81 squad are seniors Donald Stinchcomb, Eddie Jiles, and returning center Ronald Jackson. Freshmen Edgar Eason and Curtis Green are expected to make immediate contributions.

[Photo Omitted]
Joe Dawson

If you have questions about admissions or financial aid, please call us at (601) 266-7111. In Mississippi dial toll free 1-800-222-1604.

SPRING ROUNDUP

High School Seniors and Junior College Students

APRIL 10

[Photo Omitted]
Dr. Roderick Burl Posey

Dr. Roderick Burl Posey is an assistant professor in the Department of Professional Accounting. He has been employed at USM since August, 1979.

He completed his bachelor's and Master's degrees at USM, receiving prestigious grants and scholarships, including the American Institute of CPA Grant; the Peat Marwick, Mitchell, and Company Scholarship; and the Master's Fellowship.

A recipient of the Arthur Andersen Grant and the Oklahoma Board of Regents Doctoral Fellowship, Posey received his doctorate from Oklahoma State University.

He is married to Eula Dawson, and they have two daughters, Tarasha Lachelle and Jannelle Lynette.

Need Financial Aid?

Contact:
William Fron, Director
Southern Station, Box 5101
Hattiesburg, Mississippi 39401
Area Code (601) 266-4257

The Office of Financial Aid provides assistance to applicants on the basis of their eligibility and to the extent that funds are available. While eligibility for some programs is based on "justified need" or family income, eligibility for other programs is based on academic achievement and scholastic aptitude. The basic types of aid are loans, grants, part-time work, and scholarships.

Outstanding Black Alumni

ROGERS JOSEPH DRUHET, III was presented The Minority Law Student in the Country Award in New York in June, 1980. A graduate of USM's Honors College, Druhet was named to Who's Who and was a co-founder of Nu Eta Chapter of Omega Psi Phi Fraternity at USM.

JESSIE HAYNES McCOY is the Public Relations Director at a major university in the state. She received her Bachelor of Science Degree in journalism from USM in 1976.

FRED COOK is playing in his seventh year as a defensive end for the Baltimore Colts of the National Football League. Cook is a former Mr. USM.

PHYLLIS QUALLS-BROOKS is the Public Affairs Director at WJTV in Jackson. She is also host of two programs, FOCUS and Community Contact, for the CBS affiliate station. She received her Bachelor of Fine Arts Degree in theatre in 1973 and was a member of USM's famous Dixie Darlings.

ERIC LYNN PORTER is a program analyst for Honeywell Information Systems in Los Angeles, California. He is a former president of Omega Psi Phi Fraternity at USM. Porter received his Bachelor of Science Degree in computer science in 1980.

JUANITA SIMMS McLEOD is a speech pathologist and has a private practice in Hattiesburg. In her practice, she does testing, therapy, and workshops across the state. Ms. McLeod received both the Bachelor of Science and the Master's degrees at USM.

Admission Info

We're thinking about you at USM and want to remind you about the important steps you need to take for admissions.

1. Fill out the application for admissions and return it to us.
2. High school students request that your ACT score and high school transcript be sent to USM.
3. Transfer students request that your transcripts from all colleges attended be sent to USM.

USM-Minority Report, 1981
published annually by
High School and Junior College Relations

Billie P. Allen, Director
Maurice Singleton, Counselor
Margaret O'Neil, Counselor
Mittie Nimocks, Counselor
Margie Putnam, Counselor
Jeannie Deen, Assistant Director

[Mailer Omitted]

BOARD'S EXHIBIT 161

USM
UNIVERSITY OF SOUTHERN MISSISSIPPI

. . . for all the reasons you go to college.

USM
APPLY CAREFULLY

Although you'll find that the application process is similar at most schools, it is very important to check each school's admission procedure carefully. It's even worth the extra time to make up a checklist for each of the schools in which you're interested. As for USM, here's the way to apply:

1. Submit our application form to the Office of Admissions.
2. Send your ACT scores to the Office of Admissions. You may have your high school guidance counselor submit these records for you.
3. Have your official high school transcript, reflecting your date of graduation, sent to the Office of Admissions.

Some guidance counselors will take your completed application form, your transcript and ACT scores and submit your application for you. Incidentally, you do need to know the guidance procedure at your school as it may differ from others.

As soon as we receive your application, we'll process it and notify you of your status.

USM also offers an alternative way to apply. And it doesn't even require making application. Here's what you do.

1. List USM as your first, second or third choice on your ACT profile.
2. Make a composite score of 15 or higher on your ACT.

USM will receive your test score automatically and will notify you of tentative approval for admission. Final confirmation will be made after you graduate and notify us that you intend to come to the USM Mini-Quarter (more about that later).

EARLY ADMISSIONS AND SPRINGBOARD

As a junior, there are two other programs you should be aware of if you are planning to attend USM. The first is our Early Admissions program. If you make your decision before graduating from high school, you can be assured of early admission if you meet these qualifications:

1. Achieve an exceptional academic record on at least 15 units at an accredited high school.
2. Be recommended by your high school principal.
3. Make a composite score of 23 or higher on your ACT.
4. Have a personal interview with the Director of Admissions.

The second program is called **Springboard**. If you are an honors student at your high school you may begin classes at USM the summer before your senior year in high school. Even if you decide not to attend USM, the college-level credits you earn with us will be accepted at any college or university.

ADMISSION REQUIREMENTS FOR ALL ENTERING FRESHMEN

Beginning with the fall term of 1986, all entering freshmen students must submit an official high school transcript which states the date of graduation and which indicates credit in the following high school units in grades 9-12:

Subject	Units
English	4 – All must require substantial writing components.
Mathematics	3 – Algebra I, Geometry, and Algebra II.
Sciences	3 – Choose from Biology, Avanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½ – Must include United States History and American Government.
Required Elective	1 – Choose from a foreign language or mathematics (above Algebra II) or a science (chosen from the science courses listed above)

It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

A minimum ACT Assessment composite score of 15 is required for admission.

Any student with an ACT Assessment composite score of 24 or above is exempt from the Board's high school units requirement.

Any student with less than the composite score of 24 who has a deficiency in the required high school units may

be exempt from an area of deficiency by having an ACT Assessment subtest score of at least 18 on the appropriate subtest. This option is not available for any student with more than one deficiency.

BOARD'S EXHIBIT 162

HIGHLIGHTS OF THE ACT TECHNICAL REPORT

THE AMERICAN COLLEGE TESTING PROGRAM

HIGHLIGHTS OF THE ACT TECHNICAL REPORT

The American College Testing Program (ACT) is dedicated to the enrichment of education. It was founded as a public trust and operates as a nonprofit corporation governed by elected educational representatives from individual states or regions, and by a Board of Trustees.

A fundamental goal of ACT is to exercise educational leadership through guidance-oriented assessment and research services in order to (1) assist in the identification and solution of educational problems and (2) communicate to the general and professional publics knowledge and ideas about education.

The chief beneficiaries of ACT's services are students, secondary schools, institutions of postsecondary education, and educational researchers.

Prepared by the Research and Development Division
The American College Testing Program

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For additional copies write:
ACT Publications, P.O. Box 168, Iowa City, Iowa 52240

(Can also be ordered as part of a boxed set containing in addition Volumes One and Two of *Assessing Students on the Way to College*. Volume One is *Technical Report for the ACT Assessment* and Volume Two is *College Student Profiles: Norms for the ACT Assessment*. Price of the complete boxed set is $6. Check or money order must accompany request.)

WHY USE EDUCATIONAL ASSESSMENT?

WHAT IS THE PURPOSE OF ASSESSMENT?

WHAT EXACTLY DO TEST SCORES SHOW?

In attempting to answer these very basic questions, this booklet highlights several crucial aspects of educational assessment in general and the ACT Assessment Program in particular.

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HIGHLIGHTS OF THE ACT TECHNICAL REPORT

Introduction

The American College Testing Program is an independent and nonprofit national educational organization. A primary function of the organization is the transmission of information to students, high schools, and colleges during the students' transition from high school to college. This is accomplished largely through the ACT Assessment Program and its central instrument, the ACT Assessment, which includes a Student Profile Section plus a battery of four tests of educational development: English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading. The ACT Assessment Program is used each year by approximately one million students and over 20,000 educational institutions.

Many different uses of the ACT Assessment Program are discussed and evaluated in depth in *Assessing Students on the Way to College: Technical Report for the ACT Assessment Program.*[1] That volume includes considerable empirical research about the effectiveness of the parts of the ACT Assessment for various educational uses. This booklet, which is composed of highlights from that larger volume, includes brief information on (1) the uses of standardized information, (2) the description of the ACT Assessment Program, (3) reliability and validity of information collected through the ACT Assessment, and (4) the fairness of uses of ACT as well as other educational assessment information.

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[1] Volume One of a 2-volume set entitled *Assessing Students on the Way to College.* The 2-volume set may be purchased for $6.00 by writing to ACT Publications, P.O. Box 168, Iowa City, Iowa 52240.

Some Uses of Standardized Information

A broad range of information is collected through administration of the ACT Assessment for use as students cross the bridge from secondary school into the expanding and increasingly complex field of higher education. Among the most important areas within that broad range of information is the assessment of general educational development which is reported on a nationally standardized basis. Because measurement of academic achievement yields data for making many important educational decisions, several common uses of such data are surveyed.

Status Report on Student Educational Development

Education in the areas of English, mathematics, social studies, and natural sciences is one of the central functions of high schools and colleges. Thus, at the transition from high school to college it is reasonable to take stock of student educational progress is these important areas. What students have learned in these academic areas is important to them, their parents, their high schools, and the colleges which they wish to attend. Because the ACT Assessment provides information on student educational development in these four important subject matter fields of high school instruction, it supplies a highly relevant status report of student school achievement.

Common Information on Educational Status

Suppose Marsha Edwards attended a high school with an excellent academic program but ranked only near the middle of her high school class. On the other hand, suppose Jonathan Marshall attended a high school with an unimpressive program and ranked near the top of his class. Both Marsha and Jonathan applied to State Univer-

sity which has a rather rigorous academic program. Several questions might be of concern to Marsha and Jonathan and to State University. Does the excellence of Marsha's high school program indicate that she has had adequate preparation for State University's program and the poorer high school program experienced by Jonathan indicate that he is inadequately prepared? Or does Jonathan's high standing in his class indicate adequacy and Marsha's moderate standing inadequacy? Faced with these types of questions, students and colleges need information that is the same for all students. It is this kind of important uniform information which the ACT Assessment provides. Given their test scores, Marsha may show that she is prepared for State University in spite of her rank in class and Jonathan may give evidence of his satisfactory preparation even though he attended a poor high school. In both cases, the test scores provide important uniform information to supplement the high school record for educational decisions by students and colleges.

Educational Information for Student Placement

Not all college freshmen are ready to begin college instruction at the same level in all instructional domains. One may have a mathematics background sufficient to begin college instruction in calculus. Another may have had poorer high school mathematics courses and therefore need college algebra. Yet a third may enter a field of study requiring mathematics at a level which he/she has already achieved in high school. The placement of students in appropriate college coursework is a complex task made difficult by the variance in quality and scope of high school instruction. Information about educational development from the ACT Assessment again can assist students and colleges in making these important placement decisions.

Base Line Data on Students for Institutional Research

Colleges are continually confronted with questions about the characteristics of their student body from their faculty, governing boards, and state and federal governments. They are asked to describe how their entering students differ from students in previous years, how they change while in college, and how much they are learning. The answers to these and similar questions require comparable entry data for all students. The variety of information collected through the ACT Assessment satisfies this need for base line data for many institutional research questions.

Prediction of Academic Performance

Informal predictions are made daily. For example, a person looks out the window to decide if it is likely to rain. Using some predictor variables (e.g., the appearance of the clouds, the feeling in his bones), the person makes a prediction. Given a prediction of rain, at least three types of decisions can be made in an attempt to avoid getting wet: (1) to stay home, thus completely avoiding the possibility of getting wet; (2) to go out, but carry an umbrella; or (3) to ignore the prediction and go out without an umbrella. Note that a person's prediction of rain will be useful only if similar predictions have frequently been correct in the past, that is, if the predictor variables are actually related to the outcome, rain. Most people's prediction of rain is at least good enough that they will rarely ignore the possibility of rain if they see dark threatening clouds.

Predictions in education operate in a similar fashion. While dark threatening clouds may be predictive of rain, in education high school grades and scores on standardized tests of eduational development are known to be

among the best predictors of college academic success. When these predictors suggest the possibility of poor academic performance at a college, several courses of action are open to the college with obvious parallel options for the student. First, the college may protect both the student and itself from the consequences of possible failure by not admitting him/her (completely avoiding the possibility of getting wet). Colleges with limited enrollment and curricula at a specific educational level are those most likely to be involved in this type of decision. Other colleges with more flexible enrollment policies and curricula may make the second decision: to admit the student but provide some assistance in an effort to avoid failure (to carry an umbrella). For example, judgments can be made about an appropriate course of study, where to begin in that course of study, and how much assistance will be needed to assure success. However, just as it makes little sense to ignore the gathering storm clouds, few colleges see any benefits either to themselves or to their students in ignoring predictions of probable performance.

There are several characteristics of the predictions related both to the weather and to educational performance which should be noted. First, predictions are only statements of likely events; they do not predetermine either the weather or academic performance. Second, predictions are useful only if they are based on valid predictors. A person's "feeling in his bones," which may or may not be related to the weather, is useful as a predictor only if it is related to impending weather conditions. Formal validation of predictors is the best way to determine their usefulness. Third, formal statistical prediction procedures have advantages over informal ones. A statistical prediction procedure focuses directly on the outcome of interest and automatically weights the more helpful predictors more heavily, and at the same time discards the

useless ones. Finally, to ignore valid predictions of the weather or of educational outcomes is to ignore information which can be used to help assure more desirable outcomes. Properly used, predictions can make a positive contribution to the enterprise of educating youngsters.

The ACT Assessment Program

The ACT Assessment Program is divided into two major parts:

- Information gathering and reporting services based on the ACT Assessment
- Descriptive and predictive analyses provided through the ACT Research Services

The content of these two parts of the program is described in this section.

The ACT Assessment

The ACT Assessment is an examination-questionnaire by which student information is collected. Because such information is used by students, high schools, and colleges to assist in making a variety of decisions, several types of student information are collected through the four tests of educational development, the self-reported high school grades, and the Student Profile Section of the ACT Assessment. The information collected is analyzed and reported to students, high schools, and colleges for their various uses.

The ACT Assessment derives its meaning not only through statistical relationships with other important variables but also through the educational importance of its content. Knowledge of the content of any assessment is important for appropriate interpretation in the many unique situations in which assessment is used. In the case

of the ACT Assessment, the obvious educational meaning of the content especially contributes to its appropriate use by educators. Because it is important that the content of the ACT Assessment be known to users and that it be educationally meaningful, the next sections describe that content in some detail.

The four tests of the ACT Assessment. The measurement of developed academic abilities has traditionally been an important part of assessment at the high school-to-college transition. In the ACT Assessment, developed academic abilities are assessed in four areas of high school and college curricula: English, mathematics, social studies, and natural sciences. The fundamental idea behind the development of the tests is that the best way to predict success in college is to measure as directly as possible the abilities required in college work. This means that the tasks on the tests must be representative of important scholastic skills. They must be intricate in structure, comprehensive in scope, and representative of educationally significant abilities.

The ACT English Usage Test is a 75-item, 40-minute test which measures students' understanding and use of the basic elements in correct and effective writing: usage, phraseology, style, and organization. The test gives considerably greater weight to clear and effective expression and analysis of forms of expression than to rote recall of rules of grammar. In fact, grammatical rules in a state of transition are carefully avoided. The test consists of several prose passages with certain portions underlined and numbered. For each underlined portion, four alternative responses are given. The student must decide which response is most correct or appropriate. In Table 1, the major content areas are described and a limited sample of the content is illustrated.

The ACT Mathematics Usage Test is a 40-item, 50-minute examination which measures a student's mathematical reasoning ability. The solution of quantitative reasoning problems encountered in many college curricula is emphasized. Although a sampling of the mathematical techniques covered in high school courses is included, the test emphasizes reasoning rather than memorization of formulas, knowledge of techniques, or computational skills. In Table 2 the five types of content are outlined and examples illustrate the format of the test in which questions are followed by five alternative responses.

The ACT Social Studies Reading Test is a 52-item, 35-minute test that measures evaluative reasoning, reading, and problem-solving skills required in social studies. There are two general types of items: the first type is based on reading passages, the second on general background information obtained primarily in high school social studies courses. All items are multiple choice with four alternatives. The items based on the reading passages require more than reading comprehension skills. They require the student to draw inferences and reach conclusions; to extend the thoughts in the passage to a new situation; to make deductions from experimental or graphic data; and to recognize a writer's bias, style, and mode of reasoning. The content areas and sample questions are given in Table 3.

The ACT Natural Sciences Reading Test is a 52-item, 35-minute test that measures the critical reasoning and problem solving skills required in the natural sciences. There are two types of items: the first based on reading passages, the second on information about science. All items are multiple choice with four alternatives. The passages concern a variety of scientific topics and problems, with summaries of procedures and outcomes of experiments among the most common. The items require a

student to interpret and evaluate scientific materials, and in particular to understand the purposes of experiments, the logical relations between experimental hypotheses, and generalizations which can be drawn from the experiments. The content areas in the test are outlined in Table 4, where sample items are also given.

Four student-reported high school grades. As a part of the ACT Assessment, students are asked to report the latest grade in English, mathematics, social studies, and natural sciences obtained prior to the senior year. These student-reported grades are known to be excellent estimates of high school academic achievement and are a valuable supplement to tested achievement for descriptive and predictive purposes.

The Student Profile Section. The Student Profile Section complements the academic sections of the ACT Assessment by providing students the opportunity to express their particular aspirations, needs, talents, and backgrounds. The Student Profile Section is included in the ACT Assessment on the assumption that the quality of plans and decisions is affected by the breadth of information available and that more than academic information is needed.

The content of the Student Profile Section is outlined in Table 5. Basic biographical information includes name, sex, birth date, size of high school class, family income, and racial-ethnic background.[2] The student's educational and vocational plans include choice of program of study, degree goal, planned extracurricular activities, and planned future vocation. Using such items as, "I have performed with a professional music group, composed music,

[2] Questions on family income and racial-ethnic identification are both optional and students not wishing to divulge this information may choose the response, "I do not wish to respond."

been appointed to a student office, entered a debate contest, had poems or articles published," the out-of-class accomplishment scales identify students with outstanding extracurricular accomplishments in the areas of leadership, music, art, writing, science, athletics, work experience, and practical skills. Since the Student Profile Section elicits a broad spectrum of information, it provides both students and colleges descriptions of students useful for planning and decision making.

ACT reporting services. The broad information collected through the ACT Assessment is organized, scored, and anlayzed for reporting in a useful form to students, high schools, and colleges. For purposes of illustration, a sample of the printed report sent to colleges is given in Figure 1.[3] These reports feature the wide variety of information reported, the use of test scores as only one of several important types of information, and the use of the more valid college grade predictions (using test scores and high school grades together) rather than emphasizing either test scores or high school grades by themselves.

[3] Data from the ACT Assessment are also available in magnetic tape or punched card form.

TABLE 1

Content of the ACT English Usage Test

Grammar and punctuation. Punctuation and graphic conventions; usage in agreement; verb forms; use of adjectives, adverbs, and nouns; pronouns and their antecedents. (Proportion of test = .35)

Sentence structure. Relation clauses; parallelism; placement of modifiers; and predication and shifted constructions. (Proportion of test = .25)

Diction. Word choice and idioms; figurative language; and economical writing. (Proportion of test = .35)

Logic and organization. Logical organization of ideas; the elimination of inappropriate ideas and statements; proper wording of transitions; paragraphing; and appropriate conclusions. (Proportion of test = .05)

Sample questions

Although sixty-five years ago, the open range has all but (1)
disappeared, cowboys still herd cattle in the West, still ride horses. And roundups are still held. And ranches, though (2)
fenced, still spread (3) over ranges which were (4) almost as extensive as the holdings of Goodnight and Littlefield and Iliff nearly three-quarters of a century ago. A decade ago there remained near to 1000 (5) ranches of more than 20,000 acres per each ranch (6); more than one-fourth of these—most of them in Texas, New Mexico, and Arizona—containing (7)
more than 100,000 acres.

1 A. NO CHANGE
B. ago, the open range was practically
C. ago the open range to all intents and purposes
D. ago the open range had almost

2 F. NO CHANGE
G. horses. They still hold roundups.
H. horses, roundups are still held.
J. horses, and still hold roundups.

3 A. NO CHANGE
B. fenced still will spread
C. fenced still are spreading
D. fenced, still have spread

4 F. NO CHANGE
G. ranges being
H. ranges, making them
J. ranges

5 A. NO CHANGE
B. nearly a thousand
C. something like 1000
D. in the neighborhood of a thousand

6 F. NO CHANGE
G. in each;
H. each;
J. at each one;

7 A. NO CHANGE
B. and containing
C. contained
D. contain

English Usage Answer Key

1. D
2. J
3. A
4. J
5. B
6. H
7. C

TABLE 2

Content of the ACT Mathematics Usage Test

Arithmetic and algebraic reasoning. Word problems about practical situations requiring algebraic and/or arithmetical reasoning in which the student must interpret the question and find an approach to its solution. (Proportion of test = .35)

Arithmetic and algebraic operations. Explicitly described operations to be completed such as manipulation of fractions, decimals, signed numbers, and polynomials. (Proportion of test = .15)

Advanced algebra. Dependence and variation of quantities related by formulas; arithmetical and geometric series; solution of simultaneous equations; inequalities; roots of equations; factoring polynomials; etc. (Proportion of test = .20)

Geometry. Mensuration of lines and plane surface; properties of polygons and circles; loci; Pythagorean theorem; etc. (Proportion of test = .20)

Miscellaneous. Set theory; probability; logic; properties of numbers; and bases of number systems. (Proportion of test = .10)

Sample questions

1. Two wells pump oil continuously. One produces 4000 barrels of oil per day, which is 33⅓ percent more than the other well produces. How many barrels of oil are produced daily by the two wells?

   A. 5333⅓
   B. 6666⅔
   C. 7000
   D. 8333⅓
   E. 9000

2. If a car travels a miles in b minutes, how many minutes will it take to travel c miles?

F. cb/a
G. c/a
H. ab/c
J. c/b
K. c/ab

3. A boy bought three pencils at 5 cents each, a 10-cent eraser, and a 15-cent bottle of ink. If he gave the clerk a dollar bill, how much change should he receive?

A. 25¢
B. 30¢
C. 40¢
D. 50¢
E. None of these

4. What is the product of $2a$ and $(b + c)$?

F. $2ab + 2ac$
G. $2ab + c$
H. $2abc$
J. $2b + ac$
K. None of these

5. A rectangle is five times as long as it is wide. The perimeter of the rectangle is 72 feet. How many feet wide is the rectangle?

A. 6
B. 10
C. 12
D. 18
E. None of these

6. Sides AB and AC of triangle ABC are equal. If angle B is 70 degrees, how many degrees are there in angle A?

F. 40
G. 50
H. 60
J. 70
K. 110

7. What values of x and y satisfy the following simultaneous equations?

$3y = x + 4$
$6x + 2y = 16$

A. $x = -2; y = 2$
B. $x = 2; y = -2$
C. $x = -2; y = -2$
D. $x = 2; y = 2$
E. None of these

Mathematics Answer Key

1. C
2. F
3. E
4. F
5. A
6. F
7. D

TABLE 3

Content of the ACT Social Studies Reading Test

The ACT Social Studies Reading Test contains both inference items based on reading passages and information items on background knowledge in three major areas of social studies in the proportions specified below.

Proportional Distribution of Items

	Inference Items	Information Items	Total
European and Ancient History	.14	.06	.20
Government and American History	.28	.12	.40
Current Social Issues, Sociology, Economics, etc.	.28	.12	.40
Total	.70	.30	1.00

Sample Inference Items

Certain similarities between the civilizations of ancient Peruvian Indians and the civilizations of the inhabitants of some Pacific islands led Thor Heyerdahl to believe that possibly in the past the Peruvians had migrated across the Pacific and established homes on the islands. Peruvian Indian relics depicting large rafts of balsa wood indicate the manner in which this migration might have taken place. In order to see whether the journey was possible in such a vessel, Heyerdahl had a raft constructed of balsa logs and rope, reproducing as nearly as possible the original construction used by the Indians. The raft was equipped with a generous supply of canned and fresh food and water. A

short-wave radio was also included. With a crew of six men, the raft set out from Peru in April 1947, and began to drift away in the Humboldt Current. The raft was wrecked on an uninhabited island far out in the Pacific 101 days later, and the crew made their way to shore safely. A week later they were found by Polynesians who arrived in canoes from a nearby island.

1. The raft was constructed of balsa logs and rope because
   A. Peru is an underdeveloped country with few resources
   B. it was necessary to show that Indians could have made the trip
   C. the native workers were not familiar with advanced designs
   D. more rugged materials were not available at the time

2. What effect did the carrying of a short-wave radio have on the validity of the experiment?
   F. It tended to increase the validity, because the added weight made the trip more hazardous.
   G. It tended to invalidate the experiment, because it made the crew feel safer.
   H. It tended to invalidate the experiment, because the ancient Indians could not have had radios.
   J. It had no effect on the validity of the experiment.

Sample Information Item

3. The main purpose of the Bill of Rights is to
   A. prevent presidents from telling states what to do
   B. enlarge the scope of the powers of the federal government
   C. lessen the power of the Supreme Court to declare acts of Congress unconstitutional
   D. limit the power of the federal government to abuse individual freedom

Social Studies Answer Key

1. B
2. J
3. D

TABLE 4

Content of the ACT Natural Sciences Reading Test

The ACT Natural Sciences Reading Test contains both inference items based on reading passages and information items on background knowledge in three major areas of natural sciences in the proportions specified below.

Proportional Distribution of Items

	Inference Items	Information Items	Total
Biology	.36	.12	.48
Chemistry	.17	.06	.23
Physics, Geology, Astronomy and General Science	.17	.12	.29
Total	.70	.30	1.00

Sample Information Item

1. The emergence of new strains of houseflies capable of withstanding the poisonous effects of the chemical DDT is an example of
   A. adaptation
   B. the Mendelian law
   C. implementation
   D. regeneration

Sample Inference Items

When a mosquito feeds on a mammalian host, a wheal commonly develops around the puncture site. In man, wheal formation is usually accompanied by inflammation

and irritaton. Controlled experiments with rabbits have shown that the reaction to mosquito bites is of a hypersensitive type, and therefore it occurs in response to the injection of an antigen, a substance which stimulates the production of an antibody when injected into the body.

Aedes stimulans (Walker) is a comparatively large species of mosquito. The female of this species was selected for the following experiment in which the main salivary duct leading to the hypopharynx was to be severed.

Before the salivary duct was cut, the mosquito was anesthetized with carbon dioxide and placed on its back on a slide. A thin tungsten needle, sharpened to a fine point, was used to make a small incision in the anterior region of the neck, exposing the salivary duct. This duct was then cut with a sharpened sliver of tungsten wire. The mosquito was then transferred to a vial and supplied with sucrose (sugar) solution. Mortality rates were high, undoubtedly because of handling techniques and also because of the variation in age of the mosquitos.

After a recovery period of 24 hours, an operated mosquito and an unoperated mosquito were offered a blood meal from the arm of a human subject. This procedure was repeated with a number of pairs of mosquitoes. Many of the surviving operated mosquitoes did not attempt to bite. However, twelve individuals did bite and became fully engorged with blood. The bites of females whose salivary ducts had been cut failed, in every case, to produce a wheal or an irritation. The bites of the other mosquitoes in an adjacent area on the arm produced the usual wheal.

2. The reason for offering a blood meal to unoperated mosquitoes was to
   F. goad the still-groggy operated mosquitoes into feeding
   G. provide experimental controls
   H. make sure that normal mosquitoes could pierce the skin of the human subjects
   J. provide a source of antigen for future experiments

3. The purpose of this experiment was to determine
   A. if a mosquito bite, unaccompanied by salivary secretions, would produce the characteristic symptoms in a human
   B. how many mosquitoes with severed salivary ducts would bit a human
   C. how many mosquitoes would survive for 24 hours after such an operation
   D. whether a bite from a mosquito fed on sugar would produce a wheal or an irritation

Natural Sciences Answer Key

1. A
2. G
3. A

TABLE 5

Content of the ACT Student Profile Section

Biographical Information

- Name
- Sex
- Birth date
- Social Security Number
- Mailing address
- Family income
- Racial-ethnic background
- Size of high school class
- Current educational level
- Participation in high school honor courses

Educational-Vocational Plans

- Program of study
- Planned vocation
- Degree goal
- Extracurricular plans (music, student government, debate, etc.)
- Interest in special advanced programs
- Full- or part-time enrollment

Out-of-Class Accomplishments

- Athletics
- Work experience
- Practical skills
- Leadership
- Music
- Art
- Writing
- Science

Factors Influencing College Choice

Primary advisors (parents, teachers, etc.)
Characteristics of the college (faculty, standards, size, location, etc.)

Special Needs

Financial aid
Employment
Educational needs (reading, math, study skills, etc.)

BOARD'S EXHIBIT 163

The American College Testing Program

STATEMENT OF POLICIES

Use of ACT Data
Privacy
Responsibilities to Program Participants

STATEMENT OF POLICIES

Contents

Use of ACT Data 1
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Responsibilities to Program Participants 20

Introduction

The American College Testing Program (ACT) is a non-profit educational service organization that provides a wide variety of services in such areas as testing, financial need analysis, information processing, and research to the education community.

From its beginning, ACT has been convinced that testing and other ways of gathering, processing, and disseminating information have great potential for enhancing the educational process. We have been equally sensitive to the responsibilities imposed on us by our involvement in the lives of students and institutions.

In administering more than 50 educational programs and services, ACT operates within a framework of policies and procedures designed to guarantee maximum service to

users and to protect their rights. These policies and procedures were recently subjected to a comprehensive review that drew on surveys of users, consultation with experts, and the expertise of ACT's own staff. The year-long study led to refinements in ACT's comprehensive three-part policy that covers responsible uses of test scores and other data, privacy of data, and the responsibilities of those who provide and use ACT's programs and services.

We believe it is important for students, educators, and others concerned about education to understand the premises on which our programs and services are based. This booklet contains statements of the policies that guide ACT in the planning and operation of our programs and services.

In the statements in this booklet, "program participants" refers to students; "program users" refers either to individuals or to educational institutions.

June 1979

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B. Selection and/or Entrance

1. *Responsibilities of ACT*

   a ACT assists colleges in the proper use of ACT information for selection or admission decisions by providing appropriate guidelines for such uses through workshops conducted by the ACT staff and through various user publications.

   b ACT assists colleges in studying the effects of various admission/selection decision rules for subgroups of the applicant population (e.g., male/female, adult, minority) by providing normative data for pertinent subgroups.

c ACT test score data should not be used as the sole criterion for admission/selection decisions. ACT encourages colleges to consider other measures of academic ability (e.g., high school grades or rank in class), as well as various noncognitive factors (e.g., interests, special skills, experiences) in the admission/selection decision.

d Regardless of the selection procedures used by colleges, those procedures should be systematically validated by the colleges. ACT helps colleges to conduct such validity studies on a regular basis through its Standard and Basic Research Services.

e ACT ensures the privacy of the students involved in the selection process by releasing data only to schools/personnel identified by the examinees as legitimate recipients of the data.

2. *Guidelines for Institutions*

a Colleges should maintain a qualified admission staff whose members are trained and experienced in the proper use of test information for selection purposes.

b Colleges should maintain the confidentiality of student information provided to them by ACT.

c Colleges should provide students with a general description of the selection procedures they employ; those procedures should include consideration of many aspects of the student's capabilities and experiences, including achievement or ability factors, relevant experiences, and noncognitive factors.

d Colleges should validate the selection process regularly to verify the appropriateness of the selection criteria being employed. Where possible, the validation process should include the investigation of differential validity for subgroups of the examinee population (e.g., male/female, minority/non-minority).

e The purposes of the ACT tests and assessment devices are clearly stated in technical manuals and user publications. If a college wishes to use a test or instrument for a purpose other than those for which the instrument was developed (e.g., use of the ACT Assessment Program test data as an admission requirement for an upper-level or professional program), the college should conduct validity studies to establish the relationship of the test scores and admission guidelines to an appropriate criterion variable(s).

C Student Recruitment

1. *Responsibilities of ACT*

a Colleges sometimes use data from ACT programs and services in recruiting students. Specific sources of recruitment data may include a simplified approach to the admission process, in which students may apply for admission to colleges through the ACT Assessment Program, and the Educational Opportunity Service. In various publications, ACT indicates that data provided by the students to ACT may be used (with student permission) by colleges to contact them for recruitment purposes.

b Each year ACT collects descriptive information from participating colleges for the purpose of informing students of the institutional characteristics (physical and educational), student characteristics, specific programs, costs, and admission criteria of the colleges. These data, disseminated to students through ACT's *College Planning/Search Book*, Educational Opportunity Service, and ACT Assessment Student Profile Report, are updated annually so that students have access to the most recent available information about the colleges.

2. *Guidelines for Institutions*

a Colleges using ACT services and data to recruit students should indicate to students the source of the information from which the student contact was made.

b In recruiting students, colleges should use ACT data only to contact students who have indicated interest in the college (e.g., directed ACT to send a score report to the college) or who have characteristics and/or interests related to programs provided by the college.

c In recruiting students, colleges should use ACT data along with all other pertinent information to ensure a reasonable match between students' level of educational development and the requirements of the college; students who are unlikely to succeed at a college without special educational intervention should not be recruited unless such intervention is planned.

d Colleges should provide students with enough accurate information about admission requirements and academic standards to enable them to evaluate their own probability of admission and academic success.

e Information which can be used for recruiting purposes and which is provided to a college by ACT should be maintained and used in the strictest confidence by the college.

f Most colleges provide ACT with descriptive information, which ACT communicates to students through the *College Planning/ Search Book*, the Educational Opportunity Service, and the ACT Assessment Student Profile Report. The colleges are responsible for the accuracy and validity of the information reported.

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BOARD'S EXHIBIT 173

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

COMPOSITE

EIGHT STATE UNIVERSITIES

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	2	1	0	1	4
33	6	9	7	4	3	29
32	17	8	21	17	12	75
31	28	28	35	42	43	176
30	57	59	55	63	70	304
29	98	92	84	81	116	471
28	134	143	141	170	168	756
27	179	176	125	162	256	898
26	221	190	182	236	202	1031
25	278	239	229	244	282	1272
24	308	248	244	269	276	1345
23	310	335	286	340	303	1574
22	382	310	292	324	341	1649
21	391	401	321	400	367	1880
20	382	397	350	362	403	1894
19	433	387	372	388	387	1967
18	467	397	456	408	386	2114
17	480	415	475	414	387	2171

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

COMPOSITE

EIGHT STATE UNIVERSITIES

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	551	470	519	455	420	2415
15	538	565	523	510	438	2574
14	237	264	228	227	228	1184
13	254	254	255	229	232	1224
12	260	267	282	286	193	1288
11	316	308	294	251	186	1355
10	206	368	304	334	181	1393
9	143	176	169	260	127	875
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	1	1
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	6676	6508	6250	6476	6009	31919
MEAN	18.64	18.26	18.19	18.43	19.27	18.55

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

ALCORN STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	0	0	0	0
33	0	0	0	0	0	0
32	0	0	0	0	0	0
31	0	0	0	0	0	0
30	0	0	0	0	0	0
29	0	1	0	0	0	1
28	1	0	1	0	0	2
27	1	0	0	0	1	2
26	1	3	2	0	3	9
25	4	1	1	0	3	9
24	3	2	3	3	4	15
23	6	8	6	5	4	29
22	4	6	6	7	13	36
21	10	12	9	14	22	67
20	6	7	10	18	6	47
19	12	13	18	18	14	75
18	16	13	19	18	28	94
17	18	18	27	19	24	106

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

ALCORN STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	40	24	29	24	37	154
15	39	42	34	38	42	195
14	43	38	38	31	22	172
13	60	54	48	30	30	222
12	46	48	39	39	32	204
11	67	66	37	47	50	267
10	31	42	33	86	39	231
9	20	17	51	103	43	234
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	428	415	411	500	417	2171
MEAN	14.06	13.97	14.05	13.07	14.50	13.90

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

DELTA STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	0	0	0	0
33	0	0	0	0	0	0
32	1	0	0	0	1	2
31	0	0	1	0	0	1
30	3	2	2	0	0	7
29	5	3	5	2	5	20
28	3	6	4	6	4	23
27	15	15	9	6	10	55
26	15	9	7	14	16	61
25	19	15	18	14	23	89
24	17	10	7	11	15	60
23	19	27	18	31	14	109
22	35	27	24	29	23	138
21	22	34	26	30	14	126
20	24	28	27	22	25	126
19	27	25	35	34	38	159
18	30	41	34	36	32	173
17	42	39	35	36	35	187

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

DELTA STATE UNIVERSITIY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	63	42	47	37	33	222
15	42	60	59	33	47	241
14	8	16	15	8	15	62
13	6	9	9	12	7	43
12	12	8	7	7	5	39
11	6	5	5	10	3	29
10	5	2	6	4	3	20
9	4	0	1	0	0	5
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	423	423	401	382	368	1997
MEAN	19.08	18.96	18.61	19.06	19.24	18.99

BOARD'S EXHIBIT 173—(Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

JACKSON STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	0	0	0	0
33	0	0	0	0	0	0
32	0	0	0	0	0	0
31	0	0	0	0	0	0
30	0	0	0	0	0	0
29	0	1	0	1	1	3
28	3	3	3	1	1	11
27	1	1	2	2	2	8
26	2	8	3	4	10	27
25	10	4	16	3	13	46
24	13	12	9	17	16	67
23	18	15	19	29	28	109
22	28	14	17	26	31	116
21	26	29	40	38	38	171
20	26	26	22	30	37	141
19	38	29	30	43	35	175
18	31	39	59	40	49	218
17	41	29	40	38	44	192

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

JACKSON STATE UNIVERSITIY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	54	38	42	43	50	227
15	52	52	64	59	76	303
14	61	52	64	73	93	343
13	81	61	97	92	100	431
12	122	95	117	138	90	562
11	158	134	153	114	93	652
10	70	149	145	151	106	621
9	62	80	61	107	68	378
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	1	1
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	897	871	1003	1049	981	4801
MEAN	14.28	13.77	14.07	14.01	14.84	14.20

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

MISISSIPPI STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	1	0	0	1
33	3	5	2	1	1	12
32	6	6	8	8	5	33
31	15	14	18	22	24	93
30	22	25	19	24	41	131
29	44	43	27	38	54	206
28	52	69	55	74	77	327
27	74	57	37	67	115	350
26	73	73	62	87	77	372
25	97	76	88	114	107	482
24	121	93	86	84	92	476
23	104	106	88	94	95	487
22	112	100	82	89	106	489
21	141	128	81	116	104	570
20	108	107	102	84	120	521
19	129	99	103	94	100	525
18	128	92	113	90	95	518
17	124	102	118	81	87	512

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

MISSISSIPPI STATE UNIVERSITIY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	122	91	128	114	94	549
15	127	104	121	114	94	560
14	57	55	33	31	31	207
13	37	45	37	21	36	176
12	10	20	25	25	17	97
11	3	4	3	5	1	16
10	7	10	10	4	1	32
9	8	10	9	6	0	33
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	1724	1534	1456	1487	1574	7775
MEAN	20.68	20.78	20.31	21.19	21.67	20.93

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

MISSISSIPPI UNIVERSITY FOR WOMEN

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	0	0	0	0
33	0	0	1	0	0	1
32	0	1	0	0	0	1
31	0	0	1	2	1	4
30	4	5	2	1	0	12
29	3	5	5	3	4	20
28	5	4	6	4	6	25
27	4	8	6	6	7	31
26	10	7	8	12	9	46
25	11	7	9	8	15	50
24	11	17	11	9	10	58
23	6	12	10	9	13	50
22	17	16	7	12	6	58
21	14	14	18	20	15	81
20	14	18	18	19	12	81
19	14	24	9	15	14	76
18	13	17	24	25	13	92
17	21	22	24	18	14	99

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

MISSISSIPPI UNIVERSITIY FOR WOMEN

COMPOSITE

STANDARD SCORE	82-83	83-84	84-85	85-86	86-87	TOTAL
16	26	27	23	30	21	127
15	19	38	29	19	8	113
14	0	0	0	0	0	0
13	0	0	0	0	0	0
12	0	0	0	0	0	0
11	0	0	0	0	0	0
10	0	0	0	0	0	0
9	0	0	0	0	0	0
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	192	242	211	212	168	1028
MEAN	20.30	20.80	20.86	20.98	21.03	20.25

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

MISSISSIPPI VALLEY STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	0	0	0	0	0
33	0	0	0	0	0	0
32	0	0	0	0	0	0
31	0	0	0	0	0	0
30	0	0	0	0	0	0
29	0	0	0	0	0	0
28	0	0	0	0	0	0
27	2	0	0	0	0	2
26	1	1	0	2	1	5
25	1	2	1	1	2	7
24	0	2	1	2	3	8
23	1	6	0	0	14	21
22	0	5	2	5	12	24
21	2	6	5	2	19	34
20	3	16	9	4	24	56
19	5	15	7	9	15	51
18	6	24	17	16	5	68
17	10	23	29	14	13	89

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

MISSISSIPPI VALLEY STATE UNIVERSITY

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	20	32	30	15	18	115
15	24	40	17	16	22	119
14	28	44	28	26	16	142
13	35	45	33	28	20	161
12	39	74	68	45	36	262
11	59	89	83	58	35	324
10	80	154	97	76	31	438
9	41	55	36	37	16	185
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	357	633	463	356	302	2111
MEAN	12.37	12.86	12.72	12.73	15.17	13.06

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

UNIVERSITY OF MISSISSIPPI

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	1	0	0	1	2
33	3	3	2	3	1	12
32	5	1	8	4	5	23
31	8	11	11	8	12	50
30	12	18	21	22	19	92
29	32	22	27	26	38	145
28	42	41	43	48	57	231
27	62	57	40	57	72	288
26	82	53	50	88	55	328
25	93	84	62	71	79	389
24	97	64	69	87	80	397
23	96	80	81	105	76	438
22	115	86	85	96	95	477
21	100	100	75	98	94	467
20	110	105	91	110	95	511
19	127	103	80	93	95	498
18	128	91	92	92	89	492
17	119	80	92	107	85	483

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

UNIVERSITY OF MISSISSIPPI

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
16	96	101	100	101	75	473
15	110	88	76	98	70	442
14	23	28	23	27	21	122
13	18	23	19	25	16	101
12	25	8	13	16	6	68
11	16	8	7	6	1	38
10	8	4	6	4	1	23
9	5	4	7	3	0	19
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	1532	1264	1180	1398	1238	6609
MEAN	20.59	20.70	20.68	20.83	21.44	20.84

BOARD'S EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN

UNIVERSITY OF SOUTHERN MISSISSIPPI

COMPOSITE

STANDARD SCORE	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*TOTAL*
36	0	0	0	0	0	0
35	0	0	0	0	0	0
34	0	1	0	0	0	1
33	0	1	2	0	1	4
32	5	0	5	5	1	16
31	4	3	4	10	6	28
30	16	9	11	16	10	62
29	14	17	20	11	14	76
28	28	20	32	33	23	137
27	20	38	31	34	39	162
26	37	36	50	32	31	183
25	43	50	34	33	40	200
24	46	45	58	56	56	261
23	80	81	72	67	32	331
22	71	86	70	80	55	311
21	96	78	97	82	91	364
20	91	90	71	55	84	411
19	81	72	80	82	76	408
18	115	80	48	91	75	452
17	105	102	110	101	85	503

BOARDS EXHIBIT 173 – (Continued)

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

DISTRIBUTION OF SCORES BY FREQUENCY OF STANDARD SCORES BY YEARS, ENTERING FRESHMEN – continued

UNIVERSITIY OF SOUTHERN MISSISSIPPI

COMPOSITE

STANDARD SCORE	82-83	83-84	84-85	85-86	86-87	TOTAL
16	130	115	120	91	92	548
15	125	141	123	133	78	801
14	17	31	27	31	30	136
13	17	17	12	21	23	90
12	6	14	13	16	7	56
11	7	2	6	11	3	29
10	5	7	7	9	0	28
9	3	10	4	4	0	21
8	0	0	0	0	0	0
7	0	0	0	0	0	0
6	0	0	0	0	0	0
5	0	0	0	0	0	0
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	0	0	0
1	0	0	0	0	0	0
TOTAL	1123	1126	1125	1095	961	8430
MEAN	19.64	19.55	19.77	19.61	20.12	19.73

BOARD'S EXHIBIT 183A

ADMISSION STANDARDS

COPIED FROM THE BYLAWS AND POLICIES AND THE NOVEMBER 21, 1985, APRIL 17,1986, SEPTEMBER 18, 1986, NOVEMBER 20, 1986, AND JANUARY 15, 1987, MINUTES OF THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING, STATE OF MISSISSIPPI

ADMISSION

I. Admission to and attendance in all institutions of higher learning under the jurisdiction of this Board is a benefaction of the law, and any person seeking such privilege through attendance at any of the state institutions of higher learning must comply with such conditions as may be imposed by the Board of Trustees. The executive officer of each institution is authorized to admit a student who meets all requirements, or permit a student to continue in attendance at any institution, when in his judgment such student may reasonsably be expected to profit from attendance at the institution and when such attendance may be expected to contributte to the welfare of the institution and the state.

II. Every person seeking to attend a state institution of higher learning in Mississippi must make application according to regulations adopted by the Board of Trustees. Such regulations may be revised or changed by the institution or the Board of Trustees

at any time without notice. Any application submitted must state the admission period sought and may be acted upon for the stated period only and cannot be considered a continuing application. In the event an application is denied or an applicant is not admitted upon said application, a new application is required for subsequent consideration at the same or any later term.

III. The application of a non-resident of the State of Mississippi may be considered or not at the option of the executive officer of the institution. The definitions and conditions governing the resident status of applicants for admission to any of the institutions shall be as follows:

A. *Residence of a minor*
The residence of a person less than twenty-one (21) years of age is that of the father. After the death of the father, the residence of the minor is that of the mother. If the parents are divorced, the residence of the minor is that of the parent who was granted custody by the court; or, if custody was not granted, the residence continues to be that of the father. If both parents are dead, the residence of the minor is that of the last surviving parent at the time of that parent's death, unless the minor lives with a legal guardian of his person, duly appointed by a proper court of Mississippi in which case his residence becomes that of the guardian.

B. *Residence of an adult*
The residence of an adult is that place where he is domiciled, that is, the place where he actually physically resides with the intention of remaining there indefinitely or of returning there permanently when temporarily absent.

C. *Removal of parents from Mississippi*
If the parents of a minor who is enrolled as a student in an institution of higher learning move their legal residence from the State of Mississippi, the minor is immediately classified as a non-resident student.

D. *Twelve months of residence required*
No student may be admitted to any institution of higher learning as a resident of Mississippi unless his residence, as defined hereinabove, has been in the State of Mississippi for a continuous period of at least twelve months immediately preceding his admission.

E. *Non-resident may petition institution for change of residency classification*
A person who enters the State of Mississippi from another state and enters an educational institution is considered a non-resident. Provided, however, that any person who has attained twenty-one (21) years of age and has thereafter actually established residency and resided within the State of Mississippi for twelve (12) consecutive months after attaining twenty-one (21) years of age upon sworn affidavit and other representation, may petition the particular institution for a change in residency classification for the purposes of fees and tuition assessment.

1. The institution may make reasonable inquiry into the validity of the petitoner's claim.
2. Such petition for change of residency must be made on or before the last day a student may register at the particular institution without penalty.

F. *Residence status of a married person*
A married person may claim the residence of his/her spouse.

G. *Children of parents who are members of the faculty or staff of institutions of higher learning*
Children of parents who are members of the faculty or staff of any institution under the jurisdiction of the Board of Trustees may be classified as residents without regard to the residence requirement of twelve (12) months for the purpose of attendance at the institution where their parents are faculty or staff members.

H. *Military personnel assigned an active duty station in Mississippi*
Members of the armed forces on extended active duty and stationed within the State of Mississippi, except those military personnel whose active duty assignment in the State of Mississippi is for educational purposes, may be classified as residents, without regard to the residence requirement of twelve (12) months, for the purpose of attendance of state-supported institutions of higher learning and junior colleges of the State of Mississippi. Resident status of such military personnel who are not legal residents of Mississippi, as defined under "Residence of an adult" in paragraph III, B above, shall terminate upon their reassignment for duty in the continental United States outside the State of Mississippi.

I. *Children of military personnel*
Resident status of children of members of the Armed Forces on extended active duty shall be

that of the military parent for the purpose of attending state-supported institutions of higher learning and junior colleges of the State of Mississippi during the time that their military parents are stationed within the State of Mississippi and shall be continued through the time that military parents are stationed in an overseas area with last duty assignment within the State of Mississippi, excepting temporary training assignments en route from Mississippi. Resident status of minor children shall terminate upon reassignment under Permanent Change of Station Orders of the military parents for duty in the continental United States outside the State of Mississippi, excepting temporary training assignments en route from Mississippi.

J. *Certification of residence of military personnel* A military person on active duty stationed in Mississippi who wishes to avail himself or his dependents of the provisions of paragraph H, must submit a certificate from his military organization showing the name of the military member; the name of the dependent, if for a dependent; the name of the organization of assignment and its address (may not be in the letterhead); that the military member will be on active duty stationed in Mississippi on the date of registration at the state-supported institution of higher learning or junior college of the State of Mississippi; that the military member is not on transfer orders; and the signature of the Commanding Officer, the Adjutant, or the Personnel Officer of the unit of assignment with signer's rank and title. A military certificate must be presented to the

registrar of the state-supported institution of higher learning or junior college of the State of Mississippi each semester or tri-semester at (or within ten (10) days prior to) registration each semester for the provisions of paragraph H above hereof to be effective.

IV. *Admission Standards*

A. *All institutions:*

1. All students (including transfers) entering a given public university for the first time and enrolling for academic credit must document proof of immunization for measles and rubella.
   a. Proof of immunization may be documented in the following manner:
      (1) Documentation (month and year) of immunization which was received after the first birthday;
      (2) Positive measles and rubella serology titer with date;
      (3) Physician-documented history of having had measles with date of the disease. History of rubella is not acceptable.
   b. Temporary exceptions – one semester:
      (1) Pregnant women;
      (2) Women suspecting pregnancy;
      (3) Women anticipating pregnancy within three months.
   c. Permanent exceptions:
      (1) Medical disease which will cause a permanent contraindication to immunization;
      (2) All persons born prior to 1957.
2. All entering freshman students must have earned the following high school units in grades 9-12:

Subject	Units
English	4 – All must require substantial writing components.
Mathematics	3 – Algebra I, Geometry, and Algebra II.
Sciences	3 – Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½ – Even though we assume that elements of American government and United States history are a part of any social science unit, it is the position of the Board of Trustees that all college students shall have a familiarity with American government and United States history. If students have not taken at least a ½ Carnegie unit course in United States history and a ½ Carnegie unit course in American government in high school, they will be required to take a three semester hour credit course in either American government or United States history in the first semester/quarter/session of college enrollment.
Required Elective	1 – Choose from a foreign language or mathematics (above Algebra II) or a science (chosen from the science courses shown above).

It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

3. In addition to existing admission standards concerning high school course requirements which go into effect with the fall 1986 entering class, the permanent policy of deferrals listed below will be permitted. Students who were admitted to the universities with a deferral of admission standards and who failed the deferral course(s) during the first semester of admission can appeal to the faculty appeals committee for re-admission. In order for students to be allowed to appeal, the student must have a 2.0 on a 4.0 scale for all courses other than the failed deferral course(s) taken during the semester.
    a. No more than two deferrals of high school course requirements will be permitted.
    b. *Mathematics*—one deferral, provided that the student takes and passes a Board approved, specially designed course in the field of deferral (Geometry or Algebra) in his first semester/quarter/session. This course cannot be used for credit towards graduation. For students with both a mathematics deficiency and a score below 12 on the mathematics portion of the ACT (350 SAT quantitative),

the student must have taken and passed a Board approved, specially designed course in the field of deferral (Geometry or Algebra) by the end of his first academic year.

c. *Science*—one deferral, provided that the student takes and passes an initial credit biology, chemistry, or physics course in his first semester/quarter/session. The student can take this course for deferral completion only in a discipline in which he has at least one Carnegie unit of credit.

d. *Elective*—one deferral, provided that the student takes and passes an initial credit course in mathematics, biology, chemistry, physics, or foreign languages in his first semester/quarter/session. The student may not use a mathematics course for this deferral if he must use the mathematics deferral. If a science course is used for the elective deferral, the student must have completed at least one Carnegie unit in the discipline selected.

4. Each institutional executive officer may exempt at his discretion up to 40 students per year from the required high school courses.

5. Any student 21 years of age or over who does not have an ACT score or who does

not meet minimum admission requirements as set forth under *Admission Standards*, sections A, B, C, D, E, and F, may register without meeting these requirements. Such students may register for a maximum of twelve (12) semester hours during a semester or a maximum of nine (9) semester hours during a quarter term. Degree student status may be achieved by meeting the regular admission standards (including ACT score) or by completing a minimum of twelve (12) semester hours or nine (9) semester hours on the quarter calendar with a "C" average. The hours earned as a non-degree student may not at any time be counted on the Student Credit Hour Report (formula calculation).

6. Out-of-state students enrolling as first-time entering freshmen must present a minimum Composite ACT score of 15 or a comparable converted score on the Scholastic Aptitude Test (SAT) which will be determined according to the following table for the purpose of establishing eligibility for admission; executive officers at the institutions may waive this requirement for scholarship students.

Conversion Table

Scholastic Aptitude Test Scores to
American College Test Scores*

SAT	ACT	SAT	ACT	SAT	ACT
1550-1600	35	1060-1090	26	750-770	17
1480-1540	34	1020-1050	25	720-740	16
1420-1470	33	980-1010	24	700-710	15
1360-1410	32	940- 970	23	670-690	14
1310-1350	31	910- 930	22	630-660	13
1260-1300	30	870- 900	21	600-620	12
1200-1250	29	840- 860	20	580-590	11
1150-1190	28	810- 830	19	560-570	10
1100-1140	27	780- 800	18	530-550	9

* SAT scores accepted for non-residents only.

7. First-time entering freshmen foreign students must present a minimum ACT score of 20 or a comparable SAT score and must also present a minimum score of 525 on the Test of English as a Foreign Language (TOEFL).

8. a. Students who have achieved all of the standards as specified by the Board of Trustees for admission to the universities under the governance of the Board of Trustees but who choose to attend an institution not under the governance of the Board of Trustees may transfer at any time to an institution under the Board of Trustees. This does not alter individual institutional requirements regarding transfer students.

b. Any student who has earned the required high school units but whose ACT composite score is below an institution's minimum required score and who has not been selected as a high risk student by the institution must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale) in the following 24 semester credit hours:

6 semester hours
English Composition

3 semester hours
College Algebra or above

6 semester hours
Laboratory Science

9 semester hours
Transferable Electives

At the discretion of the institutional executive officer, an institution may allow a limited number of high risk transfer students who have not met the entire 24-hour transfer requirement to enter. This number shall be no greater than a number equivalent to five percent of the previous year's (for summer, fall, and spring terms) first-time transfer students at a particular institution. Each high risk student must have achieved a minimum of 15 transferable semester hours, with a minimum grade point average of 2.0

on a 4.0 scale. These 15 hours must include 6 hours of English Composition. Three (3) hours of English Composition may satisfy this English Composition requirement provided the student has satisfactorily completed four (4) Carnegie Units of high school English and two (2) full semesters or three (3) quarters of collegiate developmental English. Such student must satisfactorily complete a second three (3) hour credit English Composition course his first semester of admission.

c. Transfer students may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution and the program of studies completed by the student and the quality of work performed by the student are acceptable to the Board of Trustees. The authorities at the institutions under the jurisdiction of this Board are authorized to require acceptable scores on recognized tests for such transfer students. No student seeking to transfer during the midst of the session, quarter, semester, or trimester of the institution in which he is currently enrolled can be considered.

B. *Delta State University – Mississippi State University – Mississippi University for Women – University of Mississippi – University of Southern Mississippi*

1. A minimum of a fifteen (15) composite score on the ACT is required.

2. In addition to students admitted with a fifteen (15) composite score on the ACT, the institution may enroll a number equivalent to five (5) percent of the previous year's freshman class enrollees of fifty (50) students (for summer, fall, and spring terms) to accommodate talented and/or high risk students with an ACT composite score of nine (9) and up to the current minimum admissions standards of that particular institution. Students with less than 27 semester hours credit may be counted to determine the number of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

3. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

4. Any student with an ACT assessment composite score of 24 or above is exempt from the Board's high school units requirement.

5. Any student with less than the composite score of 24 who has a deficiency in the required high school units may be exempt

from an area of deficiency by having an ACT Assessment subtest score of at least 18 on the appropriate subtest. This option is not available for any student with more than one deficiency.

6. Any student who has a deficiency or deficiencies in the required high school units and who does not meet the exemption criteria shown above must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale) in the following 24 semester credit hours:

6 semester hours	English Composition
3 semester hours	College Algebra or above
6 semester hours	Laboratory Science
9 semester hours	Transferable Electives

or

Attend Alcorn State University, Jackson State University, or Mississippi Valley State University (see their entrance standards) and earn a "C" average (2.0 GPA on a 4.0 scale) on 12 transferable semester hours.

C. *Alcorn State University*

1. A minimum of a thirteen (13) composite score on the ACT is required.

2. In addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number equivalent to ten (10) percent of the previous year's fall term enrollment with an ACT composite score of nine (9) and up to the current minimum admissions standard.

3. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

4. See Section F.

D. *Jackson State University*

1. A minimum of a thirteen (13) composite score on the ACT is required.

2. In addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number equivalent to eight (8) percent of the previous year's freshman class enrollees (for summer, fall, and spring terms) to accommodate talented and/or high risk students with an ACT composite score of (9) and up to the minimum admissions standards for the current year. Students with less than 27 semester hours credit may be counted to determine the number

of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

3. Students with a nine (9) up to the current admission standard composite score on the ACT and who have a 3.0 grade point average on a 4.0 scale or who rank in the upper fifty percent of their graduating class will be exempt from the institution's eight (8) percent flexibility allowance.

4. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

5. See Section F.

E. *Mississippi Valley State University*

1. A minimum of a thirteen (13) composite score on the ACT is required.

2. In addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number equivalent to ten (10) percent of the previous year's fall term enrollment with an ACT composite score of nine (9) and up to the current minimum admissions standard.

3. Students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

4. See Section F.

F. *Alcorn State University – Jackson State University – Mississippi Valley State University*

1. Any student with an ACT Assessment composite score of 20 or above is exempt from the Board's high school units requirement.

2. Any student with less than the composite score of 20 who has a deficiency in the required high school units may be exempt from an area of deficiency by having an ACT Assessment subtest score of at least 15 on the appropriate subtest. This option is not available for any student with more than one deficiency.

3. Any student with a "B" average (3.0 on a 4.0 scale) in the required high school units in an area (e.g., mathematics) in which the student has no more than one deficiency may be exempt from that deficiency and from the required minimum ACT Assessment subtest score that is required for exemption. This option shall apply to no more than one area.

4. These institutions may offer Board-approved summer courses to high school graduates who have no more than one deficiency in any one area of the required high school units. The intent of these courses will be to fulfill the deficiencies of these students. College credit can be given for these courses, but this credit cannot be counted toward graduation from a Mississippi public university. Students taking these courses may not earn more than six semester hours in a summer school. Students selecting this option must either attend the institution where these courses were taken and earn 12 transferable hours or attend an institution other than those under the governance of the Board of Trustees and earn the 24 semester hours shown in item No. F. 5. as follows before being allowed to transfer to another Mississippi public university.

5. Any student who has a deficiency or deficiencies in the required high school units and who does not meet the exemption criteria shown above must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale) in the following 24 semester credit hours:

6 semester hours	English Composition
3 semester hours	College Algebra or above
6 semester hours	Laboratory Science
9 semester hours	Transferable Electives

G. *Admissions standards for nursing program*

1. Admission to public baccalaureate programs

a. For admission to baccalaureate degree nursing programs, students must present a minimum ACT score of 18. (For out-of-state students only refer to SAT Conversion Table.) Each institution is permitted to enroll up to ten (10) percent of its previous fall's nursing enrollment to accommodate high risk students, with the following provisos: that these students fall within the institution's total allowance for high risk students should their ACT scores be lower than 15 (13 at Alcorn), and that, students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

b. All transfer students (from other programs within the institution or from other institutions) with ACT scores below 18 must complete all the courses required in the first year of the nursing curriculum (or pre-nursing curriculum if the school has an upper division nursing program) with no grade less than "C" (2.0 on a 4.0 scale) in each of

the natural, behavioral, and social science courses before being admitted to the nursing program. Such transfer students must also present an overall quality point average of 2.5 (on a 4.0 scale) on all work attempted prior to admission to the nursing program.

2. Admission to Public Associate Degree Programs

   a. Students must present a minimum ACT score of 15. (For out-of-state students only, refer to SAT Conversion Table.) To accommodate high risk students whose ACT scores fall below 15, each institution is permitted an enrollment allowance of up to ten (10) percent of its previous fall's nursing enrollment to accommodate high risk students and, that, students who score below twelve (12) on the English portion of the ACT (290 SAT verbal) and/or below twelve (12) on the mathematics portion of the ACT (350 SAT quantitative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

   b. Transfer students (from other programs within the institution or from other institutions) with ACT scores below 15 must complete successfully a minimum of twelve (12) semester hours or the equivalent prior to admission to the nursing curriculum. Such

students must have achieved a grade of "C" (2.0 on a 4.0 scale) or better in the freshman courses of Anatomy and Physiology, both of which are included in the twelve (12) semester hours above.

c. Licensed practical nurses who score below 15 on the ACT must present a minimum score of 500 on the licensure examination for practical nurses.

3. Enrollment reports must be made to the Board of Trustees of State Institutions of Higher Learning by October 1 of each year identifying the nursing students admitted in the current academic year and their respective scores.

V. Applications containing false, contradictory, questionable, or uncertain data, or which fail to comply with the fundamental requirements or the policies of the institutions as established by the Board of Trustees shall be rejected.

VI. Each applicant to any of the institutions of higher learning must receive and have in his possession a letter or certificate of admission signed by the officer designated by the head of the institution before presenting himself for registration. No student shall be permitted to register or attend classes without such certificate. No officer shall issue a letter or certificate of admission to any student whose application has not been completed in accordance with the regulations of the Board of Trustees.

VII. No application shall be considered for any session, quarter, semester, or trimester unless such application meets the following requirements:

A. Contains truthful and substantially complete responses made in good faith to all requests for information contained in such application.

B. Is received at least 20 days before registration, except that the institutional officer may waive this requirement.

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MIISSISSIPPI

INTERPRETATIONS AND UNDERSTANDINGS OF MATTERS PERTAINING TO THE MINIMUM CORE REQUIREMENTS FOR ALL STUDENTS PURSUING UNDERGRADUATE DEGREE PROGRAMS IN MISSISSIPPI PUBLIC UNIVERSITIES

Core Requirements

English Composition	6 semester hours
College Algebra	3 semester hours
Laboratory Science	6 semester hours
Humanities and Fine Arts	9 semester hours

Effective fall 1984, all students enrolled for the first time at any college must complete the Board-approved core requirements before graduating from a Mississippi public university.

Students who were admitted to any college prior to fall 1984, who were eligible for regular admission to a Mississippi public university, and who transfer prior to fall 1986, may be exempt from the core requirements.

Students who were admitted to any college prior to fall 1984, who transfer to a Mississippi public university prior to fall, 1986, and who were not eligible for regular admissions must take the prescribed transfer courses but may be exempt from the core requirements. It is recommended that students be counseled to take the humanities and fine arts.

Effective fall 1986, *all* students entering Mississippi public universities must take the Board-approved core requirements.

Laboratory Science Courses

It was the consensus of the chief academic officers at the public universities that a science as used for the core requirements is defined as a traditional biological or physical science.

It was the consensus of the chief academic officers at the public universities that the generally accepted policy for a three-hour laboratory science course requires students to spend a minimum of two hours per week in lecture classes and at least two hours per week in a laboratory. The two hours per week in a laboratory can generate no more than one semester hour of credit.

BOARD'S EXHIBIT 185

MISSISSIPPI
PUBLIC JUNIOR COLLEGES

Statistical Data
1985-86

STATE BOARD FOR COMMUNITY AND JUNIOR COLLEGES
502C SILLERS BUILDING
JACKSON, MISSISSIPPI

MISSISSIPPI PUBLIC JUNIOR COLLEGES
STATISTICAL DATA
1985-86

Prepared By
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MISSISSIPPI PUBLIC JUNIOR COLLEGES

Fifteen comprehensive junior (community) college districts provide educational programs and services which are accessible to virtually all Mississippi citizens. This has been a goal of these two-year institutions since the first one began admitting students in 1922. All public junior colleges are accredited by the Southern Association of Colleges and Schools and the Mississippi Commission on College Accreditation.

This network of institutions operates both university transfer and occupationally-oriented programs. Over sixty percent of the Mississippi high school graduates who attend college do so at the junior colleges. A student may transfer earned credits to four-year institutions without loss of credit if the student has followed the recommended course of study. Studies reveal that junior college transfer students perform as well as the native student at four-year institutions.

Junior colleges are the primary delivery mechanism for postsecondary occupational programs in Mississippi. These programs of two-years or less duration are designed to prepare students for immediate employment and for upgrading skills of those currently employed. Training programs in more than one hundred occupational skills are provided by the schools.

Junior colleges also provide a variety of continuing education, community and public service activities. The institutions are funded by state appropriations, local district taxes, student fees and federal grants.

A characteristic of Mississippi's junior colleges is their flexibility to respond to needs of a given segment of the state's society. This sensitivity is the result of an administration and a board of control operating at the local level. Each junior college district has a local governing

board which employs the president and faculty, owns property, establishes budgets for operation and capital improvement, and sets policies for the general governance of the institution.

Cooperation by the various junior colleges on state-wide endeavors is accomplished through the Mississippi Junior College Association, a voluntary organization of the institutions represented by their presidents. State coordination and oversight is provided by the State Board for Community and Junior Colleges, which on July 1, 1986, was named successor to the Junior College Commission. With regard to the system of junior colleges, the State Board establishes standards for operation, administers state appropriations, approves vocational and technical programs and attendance centers, assembles reports, and provides general coordination.

The State Board of Education (K-12) serves as the State Board for Vocational Education and administers through the Bureau of Vocational and Technical Education, programs on secondary and postsecondary levels.

[Map Omitted]

MISSISSIPPI PUBLIC JUNIOR COLLEGE DISTRICTS

1 Coahoma Junior College
Clarksdale, MS 38614

11 Copiah-Lincoln Junior College
Wesson, MS 39191

7 East Central Junior College
Decatur, MS 39327

8 East Miss. Junior College
Scooba, MS 39358

10 Hinds Junior College
Raymond, MS 39154

6 Holmes Junior College
Goodman, MS 39079

3 Itawamba Junior College
Fulton, MS 38843

12 Jones County Junior College
Ellisville, MS 39437

9 Meridian Junior College
Meridian, MS 39301

5 Mississippi Delta Junior College
Moorhead, MS 38761

15 Ms Gulf Coast Junior College
Perkinston, MS 39473

2 Northeast Ms Junior College
Booneville, MS 38829

1 Northwest Ms Junior College
Senatobia, MS 38668

14 Pearl River Junior College
Poplarville, MS 39470

13 Southwest Ms Junior College
Summit, MS 39666

MISSISSIPPI PUBLIC JUNIOR COLLEGES

BOARD OF TRUSREES

SCHEDULE OF MEETINGS

	Board Members	*Date*	*Time*
Coahoma	10	2nd Monday	9:00 a.m.
Copian-Lincoln	27	1st Thursday	4:30 p.m.
East Central	30	2nd Tuesday	12 NOON
East Miss.	36	Qtly – 1st Mon (March, June, Sept., Dec.	7:00 p.m.
		Exec. Committee 2nd Thursday Other Months	12 NOON
Hinds	15	1st Wednesday	1:00 p.m.
Holmes	22	3rd Thursday	2:30 p.m.
Itawamba	14	2nd Monday	6:00 p.m.
Jones	20	3rd Wednesday	12:30 p.m.
Meridain	5	3rd Thursday	4:30 p.m.
Miss. Delta	20	2nd Thursday	12 NOON
Ms Gulf Coast	29	Wednesday following 3rd Monday	10:00 a.m.
Northeast	15	2nd Tuesday	1:30 p.m.
Northwest	30	3rd Thursday	12 NOON
Pearl River	16	2nd Tuesday	2:00 p.m.
Southwest	15	2nd Tuesday	7:00 p.m.
Total	304		
MJCA	15	4th Tuesday	10:00 a.m.
SBCJC	10	4th Wednesday	1:30 p.m.

CALENDAR

WK	MON	TUE	WED	THUR	FRI
1	East Miss.Q		Hinds	Co-Lin	
2	Coahoma Itawamba	East Central Northeast Pearl River Southwest		Miss. Delta East Ms**	
3			Jones Gulf Coast*	Morthwest Meridian Holmes	
4		MJCA	SBCJC		

Q – Quarterly
* – Follows specific Monday
** – Executive Committee

MISSISSIPPI PUBLIC JUNIOR COLLEGE
ENROLLMENT by Class and Sex (1)
END of First Six weeks, 1985-86

	ACADEMIC			TECHNICAL			VOCATIONAL			TOTALS
Mississippi Only:	Full-Time	Part-Time	Evening	Full-Time	Part-Time	Evening	Full-Time	Part-Time	Evening	
Freshmen:										
Male	4,323	490	1,411	1,314	158	404	1,757	29	798	10,684
Female	5,423	835	2,829	2,794	360	674	1,123	16	220	14,274
Total	9,746	1,325	4,240	4,108	518	1,078	2,880	45	1,018	24,958
Sophomores:										
Male	1,807	260	750	978	122	192	588	12	42	4,751
Female	2,355	440	1,049	2,053	243	281	227	8	8	6,664
Total	4,162	700	1,799	3,031	365	473	815	20	50	11,415
Sub-Total										
Male	6,130	750	2,161	2,292	280	596	2,345	41	840	15,435
Female	7,778	1,275	3,878	4,847	603	955	1,350	24	228	20,938
Mississippi Total	13,908	2,025	6,039	7,139	883	1,551	3,695	65	1,068	36,373
Out-of-State Total	997	82	133	266	37	29	92	0	4	1,640
Out-of-State & Miss. Students Other Enrollment	14,905	2,107	6,172	7,405	920	1,580	3,787	65	1,072	38,103
Grand Total										20,869
										58,882

MISSISSIPPI PUBLIC JUNIOR COLLEGE DISTRICTS

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Summit, MS 3966

BOARD'S EXHIBIT 186

ACT ISSUEgram
NUMBER 6
January 1986

ADMISSIONS TESTING AND MINORITIES – SELECTED ISSUES AS RELATED TO THE ACT ASSESSMENT PROGRAM

INTRODUCTION

The ACT Assessment Program is a comprehensive program intended to assist students and institutions with postsecondary education planning and decisions. The ACT Assessment instrument consists of a battery of four academic tests written during a timed test session and a Student Profile Section and an Interest Inventory, which students complete at the time they register for the ACT Assessment.

The ACT Assessment is used by more than 1,375 postsecondary institutions and is administered annually to approximately one million high school juniors and seniors. Of the individuals who constitute this group, about eight percent are Afro-American/Black, one percent American Indian/Alaskan Native, two percent Mexican-American/Chicano, two percent Asian-American/Pacific Islander, and one percent Puerto Rican/Cuban or other Hispanic.

THE ISSUE

Postsecondary education is viewed by most people as an avenue of economic security and personal development. Accordingly, access to such education becomes a matter of great importance, especially to minority groups whose educational opportunities historically have been restricted.

It is in this context that the use of standardized tests for postsecondary admission is often questioned, especially by spokespersons for minorities. Such questioning has recently received greater public

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over a period of many years. As such, they are intended to indicate at a particular point in time a student's level of development in the areas tested.

All four of the ACT tests are curriculum based. The English Usage and Mathematics Usage tests, in particular, emphasize the application of content-specific knowledge and skills. The Social Studies Reading and Natural Sciences Reading tests, while also requiring content knowledge, emphasize proficiency in interpretive and analytic skills.

In general, the average performance of most minority groups has been lower than the average performance of the majority group on the ACT tests. The following information from the 1984-85 ACT High School Profile Service supports this statement. These national norms are based on all ACT-tested students who graduated from high school in the spring of 1985, using only the most recent results if a student took the ACT Assessment more than once. The total number of such students was 738,836.

Examinee Group	% of Total	Average ACT Composite Score
Afro-American/Black Students	8	12.5
American Indian/Alaskan Native Students	1	13.9
Mexican-American/Chicano Students	2	14.6
Asian-American/Pacific Islander Students	2	19.1
Puerto Rican/Cuban/Other Hispanic Students	1	15.9
White Students	80	19.4
All Students	100	18.6

The ACT Composite score is the arithmetic average of scores on the English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading tests and provides an estimate of students' educational development across these subject areas. The Composite score scale ranges from 1 to 35.

The lower average ACT Assessment scores earned by minority students are indicators that, on average, the past educational opportunities and experiences of most minority students are inferior to those of majority students. This relationship between the quality of educational experience and achievement has been thoroughly documented for students across all racial and cultural backgrounds.

Additional evidence of the relationship between educational participation and performance can be found in other ACT Assessment data. For example, based upon the same 1984-85 student data base, ACT-tested students of all racial-ethnic backgrounds who complete a core curriculum (consisting

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INTERPRETATION AND USE

Because many factors (e.g., socioeconomic status, differences in educational opportunities, culture, etc.) can potentially affect the test performance of many students who are members of minority groups, ACT believes that assessment for the purpose of college admissions should reflect as complete a picture as possible of students and should include other information in addition to test scores. Following is a brief summary of important considerations to remember in the interpretation and use of ACT Assessment data with minority students:

- The ACT Assessment Program presents a comprehensive picture of students. The ACT tests are but

one element of a data base that includes information about a student's background, interests, plans, accomplishments, and needs for various types of assistance. This information is useful not only in admissions, but also with follow-up support (e.g., counseling, academic advising, placement, etc.).

- The ACT tests measure academic competencies developed by students through their past educational experiences. The scores should, therefore, be interpreted in view of previous educational opportunities and conditions.
- The ACT tests assess a student's current educational development and are not intended to measure either innate aptitudes or the capacity to acquire the academic skills stressed in the tests through subsequent interventions.
- ACT data should be used along with other information about students (e.g., personal qualities). The type of additional information that is of value is dependent upon the types of uses being made of the data.

SUMMARY

The preceding sections deal with a number of topics helpful to an understanding of the ACT Assessment Program and its utility in the college admissions and placement process. These include: procedures used to provide balance in test materials and to detect and eliminate passages or questions that might be viewed as biased against minorities; content of the ACT examinations; average test performance by minority and majority students; predictive validity of ACT test scores and self-reported high school grades for different racial-ethnic groups as related to first-year college performance; and

points to consider when interpreting and using ACT Assessment results with individual minority students.

As an indicator of general educational development and of attained cognitive skills important to academic success in postsecondary education, the ACT tests are appropriate for use with minority-group students. The manner of such use in the admissions decision is, however, most important. In the case of minority students whose prior educational opportunities have been limited, it becomes especially appropriate to make use of the total scope of information—cognitive as well as non-academic—provided by the ACT Assessment.